

The Canons CE Primary School – Long Term Curriculum Map 2024-25

Subject	Autumn 1 8 weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 7 Weeks	Summer 1 4 Weeks	Summer 2 7 Weeks
	All about me	Lets celebrate	Ticket to ride	Spring and New Life	Once Upon a Time	Amazing Animals
Maths Mastering Number	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 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. •		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.	
White Rose	• Matching, sorting and comparing amounts • Comparing size, mass, capacity • Exploring pattern • Circles and triangles and 4 sided shapes • Time		• Length and height • time • 3d shapes • Patterns		• Spatial reasoning match, rotate, manipulate • Spatial reasoning; visualise and build and mapping	
Maths Learning Intentions	• Can subitise to 5. • Is beginning to talk about the different ways of making totals of 0-5 (number composition). • Uses some shape names appropriately. • Understands pre-positional language. • Creates a repeated pattern with colour and shape. • Makes comparisons between objects related to size, length, weight and capacity.		• Developing sense of numbers beyond 5 and can subitise to 6. • Counts objects accurately to 10 using 1:1 correspondence and can identify when objects have the same, less than or more than. • Recognises numbers to 10 and puts them in order. • Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. • Links subtraction facts to composition of numbers to 5. • Recalls some double facts to 10. • Can count to 10 and beyond. • Is starting to recognise the pattern of the counting system to help count beyond 10. • Recognises patterns within number. • Uses mathematical language to compare and talk about shape and size.		• Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.	
English (Focus text type taught)	• Label diagram and facts	• Simple recounts of real life events	• Stories with familiar settings and themes	• Simple information writing	• Traditional tales and poetry. • Retelling known stories	• Simple information writing • Label diagram and facts
Class Story Books High quality texts	• The Colour Monster • The Colour Monster Goes to School • Shine • So Much • Owl Babies • Leaf Man	• The story of Rama and Sita • Captain Tom Moore – Little People Big reams • Can't You Sleep Little Bear • One Snowy Night	• Harry and the Snow King • The Great Race • The Naughty Bus • The Train Ride • Oi, Get Off my Train	• The Growing Story • Tree, Seasons Come, Seasons Go • Jasper's Beanstalk • The Easter Story	• The Jolly Postman • The Three Little Pigs • One Plastic Bag • The Gingerbread Man • Goldilocks and the Three Bears • Nursery Rhymes	• What the ladybird heard • The Bad Tempered Ladybird • The very hungry caterpillar • Ther Very Busy Spider

(TTS – Adapted from Talk Through Stories)	- The Little Red Hen - Pumpkin Soup	- The Christmas Story - Little Glow - Dear Santa				- Spinderella - I Am Bee - Norman the Slug with the Silly Shell
Communication and Language Learning intentions	- Listens carefully at story time and can retain what has been heard and recall key points. - Responds to a series of instructions and responds to a range of questions. - Contributes relevant comments in discussions. - Communicates confidently with peers and adults. - Uses talks to communicate needs, news, feelings and ideas. - Uses new vocabulary. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes poems and songs.		- Can switch attention from one task to another. - Follows complex instructions. - Responds to discussion with comments and questions. - Enjoys being part of conversations and discussions and uses new vocabulary in context. - Asks questions to find out more and to check what has been said to them. - Connects one idea to another using a range of connectives.		- 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. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - 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. - Engage in non-fiction books. - Talk about non-fiction books deepening knowledge and understanding.	
Phonics	RWI – Teach Set 1 sounds whole class.	RWI – Complete Whole class teaching of Set 1 sounds, then split into ability groups	RWI - Set 1 sounds ability groups	RWI - Set 1 and set 2 sounds ability groups	RWI – Set 1 and set 2 ability groups.	RWI – Set 1 and set 2 ability groups.
Literacy Learning Intentions	- Has a love of stories and listens attentively during story time. - Enjoys talking to others about favourite stories. - Is able to talk about the main characters and events in the story and predict what might happen next. - Can match set 1 graphemes and phonemes. - Can segment the sounds in simple words and blend them together. (Set 1 CVC words) - Can read simple set 1 captions. - Can read Phase 2 tricky words. - Can segment and spell set 1 CVC words. - Writes CVC words and labels. - Is starting to write simple captions. - Says a simple sentence for writing (oral and count words – Beginning to break the flow of speech into words). - Writes some lower-case letters correctly. - Uses some upper-case letters, e.g. for own name, I, Mum and Dad.		- Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt. - Identifies non-fiction texts, remembering some key facts - Reads books with a range of set 1/2 CVC words and tricky words, and shows a good understanding of what has been read. - Reads all Phase 2 and 3 tricky words. - Says the sound for each set 1 and 2 graphemes. - Writes some upper-case letters correctly. - Writes most lower-case letters correctly using a tripod grip. - Writes CVC words and labels using set 1/2 phonemes. - Spells some tricky words. - Write captions. - Is starting to write short sentences. - Uses finger spacing between words. - Reads sentences back to an adult.		- 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, non-fiction, rhymes and poems and during role-play. - Read words consistent with their phonic knowledge by sound-blending. - Reading 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.	

Understanding the World	Autumn Walk looking and recording signs of the seasons	- Talk about different religions and beleifs - Remembrance day - Comparison of soldiers past and present. - Nocturnal and Diurnal animals	- Maps - Floating and sinking - Fact files and habitats - Occupations	- Spring walk looking and recording signs of the seasons - Human timelines and lifecycles - Growing beans - Seasons	- Summer walk looking and recording signs of the seasons - Materials - Recycling	Fact files and habitats
Understanding of the World Learning Intentions	- Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day, Christmas. - Describes some features of plants and animals and identifies when things are the same and different. - Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal. - Notices, observes and talks about seasonal changes		- Talks about significant historical events and how things were different in the past. - Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. - Has a deeper understanding of the wider world and draws comparisons between own local environment and other places. - Looks at, and makes simple maps, of the local environment. - Describes a journey within the local environment. - Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.		- Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Describe their immediate environment using knowledge from observations, discussions, 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 - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	
Expressive Arts and Design	- Self portraits - Colour monster – focus on colour names and mixing - Bread making – little red hen - Leaf aman – autumnal arranging and placing - Join in with dancing and ring games - Create sounds using body percussions	- Katie and the starry night – Van Gough paintings - Night animal painting - Rangoli patterns - Clay diva lamps - Diwali – arranging and placing - Sing in a group - Follow a melody	- Endangered animal sketches - Transport junk modelling - Explore pulse, tempo, moving to music rythmically - Tap out simple repeating patterns - Identify percussion instruments and their sounds.	- Observational drawing of flowers - Katie and the waterlily pond - Monet paintings - Easter egg decoration - Graphic scores - Explore percussions instruments and create compositions for growth	- Making porridge - Junk modelling brdiges, houses and beds/ chairs - Songs and percussion accompaniment as well as drama and movement to music	- Making fruit skewers - Make minibeast hotels - Junk modelling minibeasts - Matiste snail shells - Kadinsky concentric circles - Body percussions - Vocal sounds - Percussion accompaniment
Expressive Arts and Design Learning Intentions	- Makes some independent choices about the resources needed and talks about their own creations. - Uses different textures in creations and will combine media. - Cuts along curved lines with scissors and uses moulding tools with malleable materials. - Uses a range of shapes and colours to represent observational drawings. - Plays alongside others to develop storylines in role play or small world. - Sings familiar songs. - Rehearses for, and performs in, the nativity play. - Moves in response to music..		- Uses different techniques and materials to achieve the desired effect and can talk about what has been created. - Mixes colours to produce different shades and combines materials to create different textures. - Is beginning to plan a design before starting. - Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job. - Plays a range of percussion instruments. - Uses instruments to compose own music. - Along with others, collects resources to develop own role play storylines.		- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the processes they have used. - Make use of props and materials when role playing characters in narrative and stories. - Invent, adapt and recount narrative and stories with peers and their teachers. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	
Role Play	House	Dark Den	- Fire Station - Garage - Train station - Builders yard	- Florist - Enchanted Forest - Allotment	House: change with enhancements for three bears house, gingerbread house and three little pigs house	- Vets - Farm Shop - Bug Hut

					• Shoe shop	
Role Play Learning Intentions	Can retell a story using role play or small world resources, using some story language.		- Uses talk in different ways; in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas. - Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	
Internet Safety	Copyright and ownership: I can name my work so that others know it belongs to me	Self image and identity: I can recognise online or offline that anyone can say no please	Health well-being and lifestyle: I can identify rules that help keep us safe and healthy	Managing online information: I can talk about how to use the internet as a way of finding information	- Online bullying: I can offer examples of how this can make others feel. - Privacy and Security: I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)	- Online relationships: I can recognise some ways in which the internet can be used to communicate. - Online Reputation: I can recognise ways that I can put information on the internet.
RE	R.E Baseline	- Diwali - Hannoukau - The Christmas Story	- Chinese New Year - Noah's Ark	The Easter Story	- Eid - The Creation Story	Jonah and the Whale
RE Learning Intentions	- Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Eid. - Knows that Collective Worship is part of the life of the school community.		- Talks about some features of a Christian Church and knows that the school is connected to a church. - Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.		Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	
PSED	- School and class rules - New friendships - Zones of Regulation	- Zones of regulation - Celebrating Difference - Protective Behaviours	- Zones of regulation - Dreams and Goals	- Zones of Regulation - Healthy Me	- Zones of Regulation - Relationships	Zones of Regulation
PSED Learning Intentions	- Can become engrossed in an activity and finds it difficult to switch attention to another task. - Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. - Can focus attention in a whole class group for a teaching session, e.g. phonics. - Is willing to keep trying if something is difficult or challenging. - Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. - Perseveres with fastenings on coats and follows instructions to dress and undress for PE/ Forest School/ other outdoor activities. - Washes hands with soap without reminders. - Is aware of the needs of others but can find it hard to let others take the lead. - Interacts with a variety of children and is building good relationships with adults and other children. - Is able to identify when another child is upset and respond appropriately. - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		- Can label and talk about own and others' emotions. - Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. - Completes set challenges/tasks independently. - Is able to talk about ways that skills can be improved and to demonstrate pride in achievements. - More confident to tackle new challenges and with encouragement will keep going. - Follows school and class rules/routines and can talk about their importance. - Knows some ways to keep healthy. - Can co-operate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. - Uses words to solve conflicts. - Takes turns in group activities. - Identifies how others feel and responds appropriately.		- 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 an activity, and show an ability to follow instructions involving several ideas or actions. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs.	
Trips	Visitor from church in school to discuss	Visitor in to talk about Diwali	Visitor in to talk about Chinese New Year	Easter Church service	Trip to a farm	End of year church service

	being part of God's family • Harvest service in School Chapel	• Christmas Church service in school Chapel	• Visit to Bedworth Firestation		• Founders day at the Almshouses	• End of Year activity with parent/carers
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