

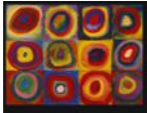
Long Term Plan

Teachers: Mrs Maxton and Mrs Miller

Topic/Theme	I wonder...who is special starting school/our family's/how have I changed? /my interests/ people who help us/our community and locality	I wonder...what sparkles in the sky celebrations/Diwali/Bonfire night/Christmas/autumn/cultures/food/our celebrations	I wonder...when the snow falls Winter/changes in state/polar/comparing places/famous explorer	I wonder...what's in the box toys/toys from the past/materials of toys/how things work and move	I wonder...what's hiding in the garden mini beast/plants/changes/lifecycles/ weather/seasons	Mini topic I wonder...where my dream will take me imagination/fantasy worlds/dreams and reflection/superheroes/space
Core texts	Elmer - David McKee Owl babies - Martin Waddell	The Jolly Postman - Alan Ahlberg Kippers Birthday (both used as hook)	Going on a bear hunt - Michael Rosen Lost and Found - Oliver Jeffers	Not a box - Antoinette Portis Lost in the toy museum - David Lucas	The Very Hungry Caterpillar - Eric Carle Jack and the Beanstalk	Supertato - Sue Hendra
Hook for learning	Baby photos Memory boxes	Party for teddy- class picnic and party	Bear hunt around school First hand-linked to weather and seasonal walks on school grounds	Toy day- bringing favourite toys from home seasonal walks on school grounds	Caterpillars	Dream catchers
Role play area	Home corner Doctors/dentist	Campfire Home corner - birthday/Christmas Post office	Polar explorers School	Toy museum Top workshop	Hungry Caterpillar café Garden centre	Theatre/stage Superhero headquarters
Visits/Visitors	Policeman/fireman Dentist	Walk to post box/ virtual walk Whole school cinema trip Library trip	Nurse/doctor Library trip	Toy museum (Weston park) Trip to the Church Library trip	School woodlands Cannon Hall Farm trip Library trip	Story teller Library trip
School events	World Food day/harvest 17.10.24 Dahlicious Day Parent -Teacher Meetings	Anti-bullying week Road Safety week Careers Week Children in Need Christmas activities	National storytelling week Safer internet day Chinese New Year	National Science Week World Book Day Red Nose Day Easter celebrations/ service	Eid Sports Day	Transition opportunities End of year party
Parental engagement	Phonics information workshop- 24.10.24 Parent-Teacher meetings *Fine motor activity session*	Maths information workshop- 28.11.24 Christmas performance -10/11.12.24 *Fine motor activity session * *Maths activity session* *UW-People and communities activity session*	Reading information workshop - 16.1.25 Parent-Teacher meetings *Reading activity session* *Introduction to Mystery Reader opportunities*	Grandparents Toy workshop - TBC Family Assembly *Writing activity session* *UW-Past and present activity session *	Parent- DT/ EAD workshop - TBC End of year Goals family information session- 24.4.25 Sports Day Minibeast hunt/picnic *UW-The World activity session*	Celebration of work family session- 11.6.25 Transition sessions Informal parents evening Reports *UW- Past and Present activity session*
Learning Mindset	Be Kind	Be Responsible	Be Confident	Be Resilient	Be Co-operative	Be Respectful
Communication and Language Listening, Attention and understanding Speaking	The children's communication and language skills will be developed throughout their time in FS. Opportunities are provided through provision and the following activities:					
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationships	<ul style="list-style-type: none"> - Identifying feelings - Building positive relationships - Knowing the importance of sleep and tooth brushing - Class rules 	<ul style="list-style-type: none"> - Identifying and explaining feelings - Building independence (toileting, eating) - School rules 	<ul style="list-style-type: none"> - Setting goals - perseverance - Knowing right from wrong - Keeping healthy 	<ul style="list-style-type: none"> - Working as part of a group/class - Understanding others' feelings 	<ul style="list-style-type: none"> - Making healthy food choices - Working independently 	<ul style="list-style-type: none"> - Remaining focussed - Explaining right and wrong - Being resilient

<p>Physical development Gross motor skills Fine motor skills</p>	<p>Introduction to PE</p> <ul style="list-style-type: none"> - Finding and negotiating space - Moving in different ways (rolling, crawling, hopping, walking, jumping, skipping etc) - Playing games - Following instructions - Being safe in PE 	<p>Dance</p> <ul style="list-style-type: none"> - Exploring space - Travelling in different ways - Balancing - Responding to music - Performing and giving feedback 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Moving in different ways - Creating shapes - Rocking and rolling - Balances - Jumping and landing safely 	<p>Games</p> <ul style="list-style-type: none"> - Movement skills - Working with a partner/team - Taking turns - Following instructions - Ball skills - throwing, catching, dribbling, rolling 	<p>Games/Sports day</p> <ul style="list-style-type: none"> - Exploring different ways of travelling - Combining movements - Working as a team - Having control over objects - Taking part in races 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Travelling in different ways - Balancing - Jumping and landing - Combining movements to create sequences - Moving safely on equipment
<p>Children will have access to a range of fine motor activities through provision e.g. scissor skills, threading, making marks, using tweezers, handwriting</p>						
<p>Literacy Comprehension Word reading (see phonics) Writing</p>	<p>Elmer/Owl babies</p> <p>Composition (oral): Describing Elmer Narrative - sequencing, retelling</p> <p>Transcription Skills: Hear and record initial sounds in words Labels Captions</p>	<p>The jolly postman</p> <p>Composition (oral): Invitations Lists</p> <p>Transcription Skills: Spell words by identifying the sounds and then writing the sound with letter/s. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Writing: Instructions Poetry</p>	<p>Going on a bear hunt/Lost and Found</p> <p>Composition (oral): repeated refrains</p> <p>Transcription Skills: Begin to write simple sentences and captions. Narrative - used repeated refrains - scaffolded narrative</p>	<p>Not a box/Lost in the toy museum</p> <p>Composition (oral): Poetry Instructions - how to play hide and seek</p> <p>Transcription Skills: Instructions - how to play hide and seek</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>The Very Hungry Caterpillar/Jack and the beanstalk</p> <p>Composition (oral): Narrative - Talk for writing Narrative inventing own stories Description Poetry</p> <p>Transcription Skills: Scaffolded narrative using 'I can see...I see...' Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed Write simple phrases and sentences that can be read by others.</p>	<p>Supertato Narrative - inventing own stories (boxing clever) Description Poetry</p>
<p>Our literacy is based around our core texts which are used within provision. Children have access to a range of non-fiction and fiction books. We have regular whole comprehension sessions and daily handwriting lessons.</p>						
<p>Phonics (word reading)</p>	<p>Phase 2 s a t p i n m d g o c k c k e u r</p>	<p>Phase 2 continued... h b f ff l ll ss</p> <p>Phase 3 j v w x y z zz qu ch sh th ng nk ai ee igh oa -es</p>	<p>Phase 3 continued... oo (short) ar ur oo ow ow oi ear air ure er ow(oa)</p>	<p>Phase 3 Review of Phase 3 - gaps from assessments</p>	<p>Phase 4 CVCC -ed (ed) CVCC -ed (t) CCVCC -ed (d) CCCVC CCCVC -er -est</p>	<p>Phase 4 Review and gap analysis</p> <p>Phase 5 ai ow igh ee ie oy/oi ur (Y) oo or w/wh ph/f (y) oo oe oa/oe or au ee/ea ee/ey a-e e-e i-e o-e s/c</p>
<p>Mathematics Number Numerical patterns *Shape, space and measures</p> <p>We use White Rose Maths scheme of learning.</p>	<p>Just like me! -match and sort, compare amounts -compare size, mass & capacity, exploring pattern</p> <p>It's me 1,2,3! -representing, comparing, composition 1,2,3 -circles and triangles, positional language</p> <p>Place value (to 2) Matching and sorting amounts</p>	<p>It's me 1,2,3! -representing, comparing, composition 1,2,3</p> <p>Light and dark -representing numbers to 5, one more or less -shapes with 4 sides, time</p> <p>Place value (to 5) Comparing amounts Representing</p>	<p>Alive in 5 -introducing 0, comparing numbers to 5, composition of 4&5 -compare mass, compare capacity</p> <p>Growing 6,7,8! -making pairs, combining 2 groups -length & height, time</p> <p>Place value (to 7) Comparing amounts Representing Counting forwards and backwards</p>	<p>Growing 6,7,8! -making pairs, combining 2 groups -length & height, time</p> <p>Building 9 & 10 -comparing numbers to 10, number bonds to 10 -3D shape, pattern</p> <p>Place value (to 10) Comparing amounts Representing Counting forwards and backwards</p>	<p>To 20 and beyond -building numbers beyond 10, counting patterns beyond 10 -spatial reasoning, math, rotate, manipulate</p> <p>First then, now -adding more, taking away - spatial reasoning, compose and decompose</p> <p>Place value (to 20) Comparing amounts</p>	<p>Find my pattern -doubling, sharing and grouping, even and odd -spatial reasoning, visualise and build</p> <p>On the move -deepening understanding, patterns and relationships - spatial reasoning, mapping</p> <p>Place value (to 20) Comparing amounts</p>

	<p>Comparing amounts Representing Counting forwards and backwards More/less Odd and even</p> <p>Addition and Subtraction Composition</p> <p>Multiplication and division Doubling and halving</p> <p>Shape, space and measures Circles Positional language Compare size, mass and capacity, exploring pattern</p>	<p>Counting forwards and backwards Odd and even</p> <p>Addition and Subtraction One more/less Composition Problem solving</p> <p>Multiplication and division Doubling and halving</p> <p>Shape, space and measures Triangles Rectangles Squares Pentagons time</p>	<p>Odd and even</p> <p>Addition and Subtraction One more/less Combining 2 groups Composition Problem solving</p> <p>Multiplication and division Doubling and halving</p> <p>Shape, space and measures Comparing mass/capacity Length/height hexagons time</p>	<p>Odd and even</p> <p>Addition and Subtraction One more/less Combining 2 groups Composition Number bonds to 10 Problem solving</p> <p>Multiplication and division Doubling and halving</p> <p>Shape, space and measures Length/height Time 3D shape Pattern</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Odd and even</p> <p>Addition and Subtraction Taking away Adding more</p> <p>Shape, space and measures Length/height Spatial reasoning Compose and decompose shapes</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Deepening understanding, patterns and relationships Odd and even</p> <p>Addition and Subtraction Taking away Adding more</p> <p>Multiplication and division Doubling and halving Sharing and grouping</p> <p>Shape, space and measures Length/height Spatial reasoning Compose and decompose shapes</p>
<p>Understanding the world (incl. online safety) Past and present (History) People, Culture and Communities (RE) The natural world (Geography, Science)</p>	<p>Our past (History) Me, Myself and I</p> <ul style="list-style-type: none"> - How I have changed since I was a baby - How do humans change as they grow? - Past and present in our lives and family members - Similarities and differences - Sequencing our lives and discussing significant events within our lives - Discussing family tree- who is older? Who is the youngest? How are members of your family similar/different? - Families - similarities and differences between each other families within the class - People who help us/are special to us - Immediate environment <p>Key concepts: Change and continuity, chronology Books: Once there were giants</p> <p>Our immediate environment (Geography)</p> <ul style="list-style-type: none"> - Draw information from a simple map- can pupil name parts of the building and who works in spaces 	<p>Celebrations (RE)</p> <ul style="list-style-type: none"> - Special events and celebrations - Comparing celebrations - Different beliefs - Food and clothes in celebrations (family celebrations) - Bonfire night, Christmas, Diwali <p>Seasons</p> <ul style="list-style-type: none"> - Autumn - what has changed? - weather - clothing <p>Key concepts: Comparing, similarities and differences</p> <p>Bonfire Night (History)</p> <ul style="list-style-type: none"> - what happened, why is it a significant event? How do we celebrate Bonfire Night in Britain? - Sequencing the story of Guy Fawkes - Comparing past and present images of celebrations of Bonfire Night 	<p>Contrasting environments (Geography, Science)</p> <ul style="list-style-type: none"> - Comparison of hot and cold/contrasting places - Similarities and differences - Weather - Changing states of matter - water, freezing - Observations over time - Observations over time - Describe what they hear, feel, see whilst outside - People who live in cold places- how do they survive? Discuss clothing choices - Explore different surface areas in outdoors and observation linked to weather, growth, decay over time - Explore the local area through local walks beyond school grounds <p>Seasons</p> <ul style="list-style-type: none"> - Know the name of the 4 seasons - Winter - what has changed? - weather - comparing to autumn - what is different? What is the same? - Sorting and matching items to seasons 	<p>Toys (History)</p> <ul style="list-style-type: none"> - Toys from the past - what materials were used? How did they work? - Toys from the present - Comparing - similarities and differences - How do toys of the past compare to the toys that we have now? How and why has the same style of toy changed over time? - Naming different types of toys - Sorting toys from past and present. Which toys are no longer made? - Sorting how toys work and how that has changed over time (e.g. battery powered). What is the significance and impact of that? <p>Key concepts: Change and continuity, chronology Books: Peepo</p>	<p>Growing - minibeast/plants (Geography, Science)</p> <ul style="list-style-type: none"> - Lifecycles, sequences - Observations over time - Explore the natural world around them - Make observations and drawing pictures of animals and plants (linked to garden topic) - Recognise some environments that are different from the one they live - Investigating outdoor of school and school next door - Field work/Map skills "Where is the garden area?" "What can be found there?" *Positional language <p>Seasons</p> <ul style="list-style-type: none"> - Seasonal time of change Spring - what has changed? - weather - comparing to autumn and winter - Clouds, temperature, change of clothing and matching - Understand the effect of changing seasons on the natural world around them <p>Key concepts:</p>	<p>Changes (linked to transition)</p> <ul style="list-style-type: none"> - How we have changed journey through the year, including significant events through foundation year - What we are looking forward to in Year 1 - Who is in my immediate family and extended/wider family <p>Key concepts: Changes, chronology Books: Who is in my Family/ Grandma's Bill Book</p>

	<ul style="list-style-type: none"> - Our immediate environment (classroom and school) - Locating different parts of the classroom and school- naming surfaces and flowerbeds - School address/name of school - Adult school roles - People who help us in our community and locality - How different cultures celebrate different festivals around the world - Explore the local area, including local walks (in school grounds-follow up in Spring) <p>MAP SKILLS - Where am I in the room? what parts of the room do I use? *Positional language and sound map</p> <p>Seasonal/weather conditions: Experience different weather conditions and their impact on their environment, examining and discussing natural objects</p>		<ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them - Thermometer- is the weather the same in different parts of the UK <p>Key concepts: Place, environment Predicting, testing, impact on environments</p> <p>MAP SKILLS - Cold Places -where are they in relation to where we are?</p>		<p>Change, predicting, testing, asking questions</p> <p>MAP SKILLS- What words can I use to describe where the garden area is/animals and plants found? Positional language- describing route from classroom-field, use of ariel maps and simple compass directions N,S Identifying what parts of the external grounds are used and what can be done there *Site visit to Secondary field to explore school grounds via personal ariel view Discuss similarities and differences between the 2 school grounds Make maps of play areas, including 'No go' areas for the next F2 class</p>	
<p>RE</p>	<p>Which stories are special and why?</p>	<p>Which people are special and why?</p>	<p>Which places are special and why?</p>	<p>Which times are special and why?</p>	<p>Where do we belong?</p>	<p>What is special about our world?</p>
<p>Expressive art and design Creating with materials Being imaginative and expressive</p>	<p>I wonder...who is special Painting/Collage/Drawing Research: Colour: Kandinsky</p>  <p>Text: The dot by Peter H Reynolds</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Naming colours • Experimenting with and using primary colours • Colour mixing • Using a range of tools to make coloured marks on paper • Beginning to use a variety of drawing tools 	<p>I wonder...what sparkles in the sky Research: Bonfire night, firework videos Developing skills:</p> <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Exploring a range of materials, tools and techniques • Creating representations • Printing with a variety of objects <p>Applying skills: Chalk firework pictures Winter art</p>	<p>Cooking/Baking - changes of state Developing skills (investigate and explore): -Researching and investigating a range of healthy smoothies -Making choices about equipment -Handling tools and equipment safely and with control -Cutting fruits -Observing and discussing changes</p> <p>Applying skills (designing and making): -Cutting fruit - smoothies -Melting chocolate - rice crispy cakes</p> <p>Concepts: Design, Create, Evaluate, Nutrition</p>	<p>Combining media and materials - 3D toys Technique - combining media and materials To explore ways of joining materials in the most effective way to create 3D models. To explore strengthening and stiffening materials</p> <p>Developing skills (investigate and explore): -Designing toys and puppets, making choices about materials -Observing how materials are joined together -Experimenting joining materials together in different ways -Considering an object's surface, size and shape when choosing a method of joining</p>	<p>I wonder...what's hiding in the garden Painting/Collage/Drawing/3D art Developing skills:</p> <ul style="list-style-type: none"> • Exploring of a range of surface textures inside and outside • Rubbings • Safely using a range of tools and techniques • Creating weaving using ribbons • Combining effects to create • Creating textures <p>Applying skills: Observational drawings of plants and animals Clay mini beast Mixed media minibeast Summer seasonal art</p>	<p>Combining media and materials for a planned effect Explore hinges and fastening</p> <p>Developing skills (investigate and explore): -Designing models to achieve a desired effect -Combining media and materials effectively -Joining materials together -Adapting models to improve -Weaving to create dream catchers</p> <p>Applying skills (designing and making): -junk modelling -weaving dream catchers</p>

	<ul style="list-style-type: none"> Investigating different lines and shapes <p>Applying skills: Colour mixing with powder paints Drawing and painting self portrait</p>			<p>Applying skills (designing and making): -junk model toys -moving puppets</p> <p>Concepts: Design, Create, Evaluate</p>	<p>Concepts: tone, texture, line, shape, colour, form</p>	<p>Concepts: Design, Make, Evaluate</p>
<p>Evaluation: Ongoing throughout the year linked to communication and language and characteristics of effective learning when exploring in provision and adult led activities. Staff use open ended questioning to extend children's work and support them in their evaluation of their process and final products.</p>						
<p>EAD (Music)</p>	<p>ME Charanga Style: Mixed styles</p> <p>Listen and Respond Finding the pulse</p> <p>Nursery Rhymes</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers <p>Understanding Music</p> <ul style="list-style-type: none"> Copycat rhythm games High low games (pitch) Singing rhymes 	<p>My Stories Charanga Style: Mixed styles</p> <p>Songs</p> <ul style="list-style-type: none"> Roll Alabama Boogie Wonderland Don't go breaking my heart Frosty the snowman Spiderman <p>Nursery Rhymes</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song <p>Understanding Music</p> <ul style="list-style-type: none"> Rhythm Games Pitch Playing Instruments tuned and untuned percussion 	<p>Everyone Charanga Style: Mixed Styles</p> <p>Songs</p> <ul style="list-style-type: none"> We are family Thula Baba ABC My mum is amazing Conga Mozart's horn <p>Nursery Rhymes</p> <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes <p>Understanding Music</p> <ul style="list-style-type: none"> Rhythm Pitch Using percussion 	<p>Our World Charanga Style: Mixed Styles</p> <p>Songs</p> <ul style="list-style-type: none"> Lovely Day Beyond the sea Mars from the planets Frog's legs and dragon's teeth Ain't no mountain high enough Singing in the rain <p>Nursery Rhymes</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey <p>Understanding Music</p> <ul style="list-style-type: none"> Pitch Rhythm Pulse Tempo percussion 	<p>Big Bear Funk Transition Unit Charanga Style: Mixed Styles</p> <p>Songs</p> <ul style="list-style-type: none"> Big Bear Funk I feel good Don't you worry about a thing My promise Superstition Pick up the pieces <p>Musical learning focus:</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Composing Music</p> <ul style="list-style-type: none"> Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place 	
<p>Computing</p>	<p>Autumn</p> <p>What is a computer?</p> <p>Discuss common technologies in the home, school and the wider world.</p> <p>Talk about what technology is used for.</p> <p>Include take a walk to the computer suite.</p>		<p>Spring</p> <p>We control technology.</p> <p>Explore technology use different digital devices I.e. tablets, touch screen, mouse, keyboard, camera.</p> <p>Recognise a range of digital devises.</p>		<p>Summer</p> <p>Tinkering with BeeBots</p> <p>Explore technology.</p> <p>Use different digital devises.</p> <p>Repeat an action with technology to trigger a specific outcome.</p> <p>Follow simple instructions to control a digital device.</p> <p>Recognise that we control computers.</p>	