



Long Term Plan



Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’
Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 – 7 weeks	Autumn 2 – 8 weeks	Spring 1 – 6 weeks	Spring 2 - 6 weeks	Summer 1 – 5 weeks	Summer 2 – 7 weeks
	Science focus	Art Focus	Science Focus	Geography Focus	History Focus	D&T Focus
Topic	Me and My World Autumn 	Lets Celebrate! Winter 	Spring Around the world 	Around The world 	Down on the Farm 	Superheroes! Summer  
The Big Question	How am I special? Why are the trees changing?	How do people celebrate special times? Why is it cold?	How can I care for nature?	What is it like where you live?	When does my food come from?	Who is a real-life superhero?
Interests/Lines of Enquiry	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Diwali Advent Christmas Winter Freezing	Lifecycles of plants Habitats Spring	Animals around the world Climates Cities	Counties Down on the Farm Farms in the past Compare: Now and then! Animals on the Farm Mini Beasts Bug Hunt	Emergency Services Heath Care Workers School Staff Council Workers Hospitality Workers Transport Workers
Cultural capital and enrichment	School tour Buddies Act of Kindness Walk Litter Pick	Tree dressing Nativity Posting letters Christmas Fair	Chinese New Year Valentines day	Pancake day World book day Mother's Day	Trip to the farm Trip to Nursing home Observe tadpoles Father's Day	Sports day Visits from real-life superheroes Superhero day Summer Fair
Roleplay areas	Home corner Pumpkin patch	Christmas theme	Cosy cottage Garden Centre	Airport	Vets Farm	Doctors School
Nursery Rhymes	Head, shoulders, knees and Toes Mary Mary Hickory Dickory Dock	Here we go around the mulberry bush Hey Diddle Diddle Humpty Dumpty	Incy Wincy Spider Row Row Row your boat Wind the bobbin up	Grand old duke of York Pat a Cake Twinkle twinkle	Mary had a little lamb Little Bo Peep Jack and Jill	Revisit

Communication and Language Listening, attention and understanding Speaking	Understand how to listen carefully and why listening is important.	Connect 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.	Engage in non-fiction books about animals, learning and using new vocabulary from them.	Use new vocabulary in different activities and areas of learning.	Engage in non-fiction books about transport, learning and using new vocabulary from them.
	Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g. let's play this together.)	Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express 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.
Literacy Text focus	The Leaf Thief The Pumpkin Thief Owl Babies	The Quiet Little Firework Diwali nonfiction text and videos. The Snowflake The Snow Thief The Big Freeze The Christmas Story What the Ladybird Heard at Christmas The Dinosaur that Pooped Christmas.	The Extraordinary Gardener The Tiny Seed The Very Hungry Caterpillar The Fower Thief Lost and Found Holey Moley	The Littlest Yak The Ugly Five Poles Apart Monkey Puzzle The Koala Who Could Bear Hunt	What the Ladybird Heard What the ladybird Heard Next The Big Book of Bugs Duck in a Truck Farmer Duck Oi frog Bee Bright farming videos	Supertato Supertato Run Veggies Run A superhero Like You There's a Superhero in Your Book Hello Summer Clean up Grandad's Camper
	Throughout the year we will... Read texts that support understanding of feelings, family life, diversity and events that are relevant to each cohort. E.G. Beautiful Oops, Wobbler, Ruby's worry, All Kinds of Families, The Lion Inside, Meesha Make s Friends.					

Comprehension Word Reading Writing	Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs Writing Children will write labels/phrases representing the sounds with a letter/letters	Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write words which are spelt phonetically	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
	Throughout the year we will... Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					
Phonics	Following Read Write Inc Phonics. Start whole class teaching of Set 1 in week 2 following baseline assessment. 6 weekly assessments. Children then grouped following each assessment. Pinny Time interventions completed in class. 1:1 tutoring for lowest 20%					
Mathematics White Rose Maths Mastering Number	Getting to know you. Match, sort and compare. Talk about measure and patterns. It's me. 1,2,3. Subitising Counting, cardinality and ordinality Composition Comparison	It's me. 1,2,3. Circles and triangles. 1,2,3,4,5. Shapes with 4 sides. Counting, ordinality and cardinality Comparison Composition	Alive in 5. Mass and capacity. Growing 6,7,8. Length, height and time. Subitising Counting, ordinality and cardinality Composition Comparison	Building 9 and 10. Explore 3D shapes. Counting, ordinality and cardinality Comparison Composition	To 20 and beyond. How many now? Manipulate, compose and decompose. Sharing and grouping. Recap	Visualise, build and map. Make connections. Consolidation. Recap

Understanding the World	How have I changed? Who is in my family?	What was Christmas like a long time ago?	How has my school changed?	Where do animals live?	How have vehicles changed?	Were there doctors and nurses a long time ago?
Past and Present	Where in the world do I live?	How do other people celebrate?	What is it like at school?	How do animals grow and change?	What jobs do people have in my community?	Where did you go on holiday?
People, Culture and Communities	What are my senses?	What are soldiers?	What is Safer Internet day?	What is a city?	What is the past?	Who helps me to keep my body healthy?
Natural World		Why do people wear poppies?		What is the county side?	How has our community changed?	What is recycling?
	What is the weather like today?	Why do people have a two minutes silence?	What is the weather like today?	What is the weather like today?	What is the weather like today?	What is the weather like today?
		How does it work? What is it changing?				
		What is the weather like today?				
Throughout the year we will...						
Explore the natural world around us and talk about what we see, hear and feel whilst outside.						
Understand the effect of changing seasons on the natural world around us.						

Expressive Art and Design	Can I identify and incorporate a variety of colours in my artwork?	How will I print my own celebration wrapping paper?	How can I use what I find in the garden to create a picture?	Which artists have painted pictures from different places around the world?	What do animal footprints look like? Can I make a pattern?	How will I create a superhero cityscape?
Creating with Materials	Can draw my family?	What do I need to create a Christmas decoration?	How will I build a den?	How will I create a moving animal?	Can I use wool to make something?	How will I create a model of an emergency vehicle?
Being Imaginative and Expressive						How will I make a fruit smoothie?
PE (Complete PE)	Playing Games Walking	Ball Skills – hand Dance - Seasons	High Low Under Over Dance Nursery Rhymes	Moving Ball Skills hand 2	Ball Skills – Feet Jumping	Rackets, Bats and Balls Games for understanding
Music	Singing greeting Action songs	Nativity songs	Music and movement Actions to well known songs - beat	Identifying and copying sounds.	Big band – using instruments. Tune/ untune	Using stories to create musical sounds
PSHE	PSHE: Self Regulation My feelings. Wellbeing: Try something new	PSHE: Building Relationships Special relationships. Wellbeing: Notice my	PSHE: Managing Self Taking on challenges. Wellbeing: Similarities and differences.	PSHE: Self-Regulation Listening and following instructions. Wellbeing: Kind words.	PSHE: Building Relationships My family and friends.	PSHE: Managing Self My wellbeing. Wellbeing: Move like an animal.

		surroundings				
British Values Where this might be seen in EYFS:	Mutual respect Sharing outside area; School rules; Core Values; supporting charities	Mutual Tolerance Faith Weeks; Festivals and celebrations such as Diwali and Chinese New Year; Anti-bullying week; Celebrations from all cultures; Children in Need;	Rule of law School rules; Class rules; Encouraging cooperation; Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	Individual liberty Exploring our differences; How we are all unique;	Democracy Collective worship assemblies; speaking and listening at circle times; developing social skills;	British Values Our World; Local community involvement.