




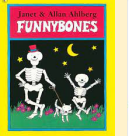
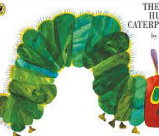



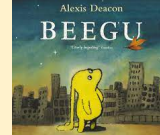
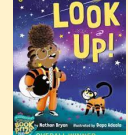

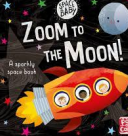
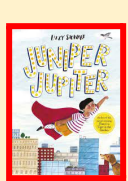

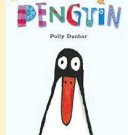

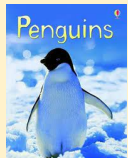
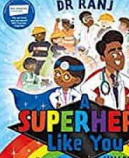




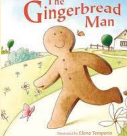



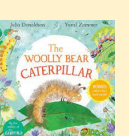
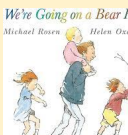

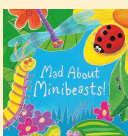
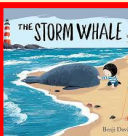




Long Term Plan Overview 2023-24

Possible Themes	Autumn 1 - Marvellous Me	Autumn 2 - Stars and Christmas	Spring 1 - Winter & Superheroes	Spring 2 - Traditional Tales	Summer 1 - Growing and minibeasts	Summer 2 - Summer holidays
Key Texts (Focus Text)	      	      	     	     	     	  
Enrichments	Harvest Festival Flavour School Roald Dahl Story Day (13.09.23) World Mental Health Day (10.10.23) Harvest Festival (01.10.23)	Nursery Rhyme Week/Dress Up Day Teddy Baptism at Church Nativity Performance Christmas Jumper/Dinner Day Halloween (31.10.23) Bonfire Night (05.11.23) Diwali (12.11.23) Remembrance Day (11.11.23) World Nursery Rhyme Week (13.11.23) Children in Need (17.11.23)	School trip Visit from police, fire and ambulance Sending letters to local care home Parent Stay and Play Chinese New Year Parade Lunar New Year (10.02.24) Children's Mental Health Week (05.02.24)	Parent secret readers World Book Day Easter Bonnet Parade Pancake Day (13.02.24) World Book Day (07.03.24) British Science Week (10.03.24) Red Nose Day (17.03.24) Mothering Sunday (10.03.24) Ramadan (10.03.24) Easter (31.03.24)	Butterfly Garden Tadpoles Growing flowers & vegetables (sunflowers, daisies, potatoes) Cress Heads Earth Day (22.04.24) Eid (09.04.24)	School trip 'Flying' to the beach Transition to Year 1 End of year assessments Father's Day (68.06.24)
Christian Values	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Religious Education	Good News God	Christian Community Incarnation	Kingdom of God Forgiveness	Salvation Resurrection	Discipleship	Holy Spirit Creation
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, Helicopter Stories and Tapestry Time.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas. Children learn new vocabulary through modelled speech, stories and Drawing Club lessons. Listening, Attention and Understanding: 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: 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.	Listening, Attention and Understanding Children will begin to understand : how and why questions. Speaking Children learn new vocabulary through modelled speech, stories and Literacy lessons. Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because. Children learn new vocabulary through modelled speech, stories and Drawing Club lessons.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts. Children learn new vocabulary through modelled speech, stories and Drawing Club lessons.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. Children learn new vocabulary through modelled speech, stories and Drawing Club lessons.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses. Children learn new vocabulary through modelled speech, stories and Drawing Club lessons.

<p>Personal, Social and Emotional Development</p> <p>Children develop their personal, social and emotional skills throughout the year through My Happy Mind sessions, circle times, social stories, ELSA support, diversity stories, Tapestry Time etc.</p>	<p>Self-Regulation Children will be able to follow one step instructions.</p> <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p>Managing Self Children will learn to wash their hands independently.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.</p> <p>PHSE topics - Family, Emotions, Building relationships.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p> <p>PHSE topics - Listening, Why we have rules, taking turns</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p> <p>PHSE topics - Resilience & Perseverance, people who help us.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will develop independence when dressing and undressing.</p> <p>Building Relationships Children will an listen to the ideas of other children and agree on a solution and compromise.</p> <p>PHSE topics - Solutions & Compromises, Independence.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p>Building Relationships Children will learn to work as a group.</p> <p>PHSE topics - Family & Friendship - Our lives.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p> <p>PHSE topics - 'Can do' attitude, Building relationships with adults in our school.</p>
<p>Self-Regulation: 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 activity, and show an ability.</p> <p>Managing Self: 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.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						
<p>Physical Development</p> <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</p>	<p>Children will learn to sit up tall at the table with their feet flat on the floor.</p> <p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin experimenting with grips and hands when using mark making tools.</p> <p>Children will attempt writing their name.</p>	<p>Children will learn to sit up tall at the table with their feet flat on the floor.</p> <p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p> <p>Children will form most letters in their name.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will consistently use a dominant hand. They will hold a pencil with a tripod pincer grip and increase control and pressure.</p> <p>Children will correctly form all letters in their name and from Phase 2.</p> <p>Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will correctly hold a pencil and use it with good control and pressure.</p> <p>Children will correctly form all 26 letters from the alphabet.</p> <p>Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will reduce the size of their letters and sit them on the line.</p> <p>Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will record letters with some consistency of size and neatness and sit all of the letters on the line.</p>
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						
<p>Literacy</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS (Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/ Summarise) skills,</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading</p>	<p>Comprehension Children will read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.</p> <p>Word Reading</p>

	<p>fluency, understanding and enjoyment.</p> <p>Word Reading Children will read and correctly form the sounds s, a, t, p, i, n.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky words I, the.</p> <p>Writing Children will know how to correctly form the letters s, a, t.</p> <p>Children will know how to write their name.</p> <p>Children will know how to write initial sounds.</p>	<p>Children will read and correctly form the sounds m, d, g, o, c, ck, e, u, r, h, b, f, ff, l, ll, ss.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words to, into, no, go.</p> <p>Writing Children will know how to correctly form the letters p, i, n, m, d, g, o, c, k.</p> <p>Children will know how to write cvc words.</p> <p>Children will understand the features of a card.</p>	<p>Children will read and correctly form the sounds j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words he, she, me, we, be, you.</p> <p>Writing Children will know how to correctly form the letters e, u, r, h, b, f, l.</p> <p>Children will know how to write CVC/CVCC words.</p> <p>Children will understand the features of a poster.</p>	<p>Children will read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words all, are, her, was, they, my.</p> <p>Writing Children will know how to correctly form the letters j, v, w, y, z, x.</p> <p>Children will know how to write a short phrase.</p> <p>Children will understand the features of a letter.</p>	<p>Children will sound and blend words with all phase 2 and 3, and some phase 4 sounds.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words so, do, said, have, like.</p> <p>Writing Children will know how to correctly form some capital letters.</p> <p>Children will know how to write a short sentence.</p> <p>Children will understand the features of a recount.</p>	<p>Children will sound and blend words with all phase 2 and 3, and some phase 4 sounds.</p> <p>Children will know tricky words some, come, what, when.</p> <p>Writing Children will know how to correctly form all capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p> <p>Children will understand the features of a newspaper.</p>
	<p>Comprehension: 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.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: 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.</p>					
Mathematics	<p>Number Children will represent, compose and compare numbers to 3.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Numerical Patterns Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p>Number Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p>Number Children will know number bonds to 5.</p> <p>Numerical Patterns Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p>Number Children will know 5+5=10, 0+10+10.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Number Children will double within 10.</p> <p>Numerical Patterns Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>
	<p>Number: Have a deep understanding of number 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.</p> <p>Numerical Patterns: 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					

Understanding the World	<p>People, Culture and Communities (ongoing throughout the year):</p> <ul style="list-style-type: none">- Children will draw information from simple maps and make their own.- Children will know that simple symbols are used to identify features on a map.- Children will describe what they <i>see</i>, hear and feel outside.- Children will explore the natural world around them.- Children will understand the effect of changing seasons on the natural world around them.- Children will recognise environments that are different from the one they live in.- Children will recognise some similarities and differences between life in this country and life in other countries.					
	<p>People, Culture and Communities Children will know that our school is called Oxtot St Saviours and that it is situated on the Wirral.</p>	<p>People, Culture and Communities Children will explore what life is like in the Arctic.</p>	<p>People, Culture and Communities Children will know about people who help us within the community and comment on places within the local area.</p>	<p>People, Culture and Communities Children will explore rainforests and jungles.</p>	<p>People, Culture and Communities Children will explore different plants that grow in different places.</p>	<p>People, Culture and Communities Children will know that there are many countries and languages around the world.</p>
	<p>Past and Present (ongoing throughout the year):</p> <ul style="list-style-type: none">- Children will talk about past and present events in their own lives and in the lives of their families.- Children will sequence and order familiar events and use everyday language related to time.- Children will look closely at similarities and differences, patterns and change.- Children will be curious about people and show interest in stories. They will answer 'how' and 'why' questions in response.- Children will explain their own knowledge and understanding, and ask appropriate questions.- Children will know that information can be retrieved from books and computers.- Children will record using marks they can interpret and explain.					
	<p>Past and Present Children will know and talk about how they have changed from a baby to now.</p>	<p>Past and Present Children will know about similarities and differences between themselves and others and among families, communities and traditions, e.g. Christmas, Diwali.</p>	<p>Past and Present Children will know some similarities and differences between things in the past and now, e.g. transport.</p>	<p>Past and Present Children will know about the past through settings and characters.</p> <p>Children will know about similarities and differences between themselves and others and among families, communities and traditions, e.g. Easter.</p>	<p>Past and Present Children will talk about how plants change over time.</p>	<p>Past and Present Children will know some similarities and differences between things in the past and now, e.g. holidays.</p>
	<p>The Natural World (ongoing throughout the year):</p> <ul style="list-style-type: none">- Children will describe people who are familiar to them.- Children will learn how to take care of themselves.- Children will explore and play outside in all seasons and in different weather.- Children will make objects from different materials, including natural materials.- Children will explore shadows and rainbows.- Children will listen to sounds outside and identify the source.- Children will make sounds.- Children will explore and ask questions about the natural world around them.- Children will know about features of the immediate environment.- Children will observe living things throughout the year.- Children will compare how materials change over time and in different conditions.					
	<p>The Natural World Children will investigate melting using chocolate to observe change of state of matter.</p> <p>Children will understand the terms 'same' and 'different'.</p>	<p>The Natural World Children will investigate the process of using heat to mould clay.</p> <p>Children will investigate signs of Autumn and changes to the season, recording and describing what they have found.</p> <p>Children will investigate the change of state of matter - ice melting.</p> <p>Children will investigate textures and feelings such as hot and cold.</p> <p>Children will research and investigate changes in Winter.</p>	<p>The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p>	<p>The Natural World Children will investigate the process of cooking using heat (making porridge).</p> <p>Children will investigate and talk about change during different experiments.</p> <p>Children will name and describe animals that live in different habitats.</p> <p>Children will describe different habitats.</p>	<p>The Natural World Children will investigate and discuss what a healthy plant needs to grow.</p> <p>Children will grow cress and observe the changes occurring.</p> <p>Children will draw plants and label their main parts, discussing functions.</p> <p>Children will explore plants in a contrasting natural environment.</p> <p>Children will watch the life cycle of a caterpillar.</p>	<p>The Natural World Children will investigate the process of floating and sinking and discuss what they notice and observe.</p> <p>Children will research and investigate changes in Summer.</p>

					Children will research and investigate changes in Spring.	
		<p>Religious Education Children will know what Creation teaches Christian's about God.</p> <p>Children will know why Christans perform nativity plays.</p> <p>Children will know what the church is and why the local church is linked to our school.</p> <p>Children will know that people around the world have different religions.</p>		<p>Religious Education Children will know what Christians say God is like.</p> <p>Children will know what kind of king Jesus may have been.</p> <p>Children will know why people say sorry.</p> <p>Children will know why Christians put three crosses in an Easter garden.</p> <p>Children will know how Easter Day is different to Good Friday.</p> <p>Children will know why Christians are happy on Easter.</p>		<p>Religious Education Children will know what Christians say the Holy Spirit is like.</p> <p>Children will know how the disciples changed when they first met Jesus.</p>
<p>People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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.</p> <p>Past and Present: 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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Natural World: 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.</p>						
Expressive Arts and Design	<p>Being Imaginative (ongoing throughout the year):</p> <ul style="list-style-type: none"> - Children will sing and perform nursery rhymes. - Children will experiment with different instruments and their sounds. - Children will create narratives based around stories. - Children will move in time to the music. - Children will play an instrument following a musical pattern. - Children will invent their own narratives, stories and poems. 					
	<p>Being Imaginative Children will participate in a F2 Nursery Rhyme Day.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Being Imaginative Children will participate in a F2/KS1 Nativity performance.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Being Imaginative Children will sing and perform a variety of songs and rhymes about our world, community and people who help us.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Being Imaginative Children will sing and perform a variety of songs and rhymes about animals.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Being Imaginative Children will sing and perform a variety of songs and rhymes about minibeasts.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Being Imaginative Children will sing and perform a variety of songs and rhymes about summer holidays and under the sea.</p> <p><i>See Charanga Progression of Skills document.</i></p>
	<p>Creating with Materials (ongoing throughout the year):</p> <ul style="list-style-type: none"> - Children will experiment mixing with colours. - Children will experiment with different textures. - Children will safely explore different techniques for joining materials. - Children will make props and costumes for different role play scenarios. - Children will explore and use a variety of artistic effects to express their ideas and feelings. - Children will share creations, talk about process and evaluate their work. 					

	<p>Creating with Materials Children will learn to mix colours. Children will create Harvest collages. Children will learn to bake in Flavour School.</p> <p>Access Art: Mark Making and Sound To Colour... Transforming Objects Hands, Feet and Flowers Fruit and Veg Head</p>	<p>Creating with Materials Children will make Christmas cards. Children will make clay diyas.</p> <p>Access Art: Finding Circles Collaging with Wax Crayon Rubbings Printing with String (making shapes) Nursery Night Time Collage Repeat Pattern Printing Roller Galaxy Painting</p>	<p>Creating with Materials Children will create whole class art work. Children will design an FS2 uniform.</p> <p>Access Art: Still Life Compositions Inspired by Cezanne Collecting, Arranging, Drawing Nursery Night Time Collage</p>	<p>Creating with Materials Children will make Easter cards, Children will make porridge. Children will make a moving animal using split pins. Children will look at a range of illustrators through the ages.</p> <p>Access Art: Top Tips for Cardboard Creations Prop Making for Toys Clay Play</p>	<p>Creating with Materials Children will make a bug hotel.</p> <p>Access Art: Insect Hotels Burton Hathow Ducklings</p>	<p>Creating with Materials Children will make a fish using recycled materials.</p> <p>Access Art: Shells: Observational & Imaginative Drawing Creating a Book World</p>
	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. 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.</p>					