



Long Term Plan: 2020-2021

Long Term Planning						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Time Travellers		Dig a Little Deeper		Summer Fun	
Trips	Library visit			Allotment	Farm	
Jigsaw (PSED)	Being me in My World: Feelings Being in a classroom Being gentle Rights and responsibilities Desmond Tutu – diversity and kindness (BLM)	Celebrating Difference: Identifying talents Being special Standing up for yourself Diversity and kindness (BLM)	Dreams and Goals: Perseverance Overcoming obstacles Jobs Achieving goals	Healthy Me: Healthy food Exercising Keeping clean Safety	Relationships: Family life Friendships Dealing with bullying	Changing Me: Respecting my body Growing up Fun and fears Celebrations
WellComm (CL)	7.2 'many' and 'few' 7.5 'first' and 'last' 8.3 meaning of 'after' 8.6 positional language 8.7 Understanding emotions from facial expressions	7.4 Learning meaning of 'why' 7.6 four-word sentences 7.7 Using comparatives 'bigger' 7.8 opposites: 'wet'/'dry' etc 7.9 pronouns 'his' and 'her'	7.1 Role play 7.10 using 'because' 8.1 meaning of 'when' 8.2 things that go together are not always the same 8.4 Understand post-modified sentences	7.3 'long' and 'short' 9.1 Which day is next? 8.5 'either' and 'or' 8.8 question words 8.9 remember five things	8.10 Using superlatives 9.2 passive sentences 9.3 Identifying an increasing range of emotions 9.4 understand idioms 9.5 Predicting what might happen next	9.6 periods of time 9.10 Talking about things that are going to happen 9.7 Remembering more and more information 9.8 Using category names 9.9 inferences using idioms

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<p>PD</p>	<p>Creating own obstacle courses</p> <p>To travel with confidence and skill around, under and over through balancing and climbing equipment.</p> <p>To show preference for a dominant hand</p> <p>To manage the toilet routine</p>	<p>Negotiates space successfully when playing racing and chasing games with other children.</p> <p>Shows understanding of how to transport and store equipment safely</p>	<p>Moving your body like different animals</p> <p>Uses simple tools to effect changes to materials.</p> <p>Uses a pencil and hold it effectively to form recognisable letters most of which are formed correctly.</p>	<p>To eat a range of healthy foodstuffs.</p> <p>Children handle tools and equipment effectively. (Digging, raking, watering, weeding and planting).</p>	<p>Outdoor team games - e.g. parachute games Ball games</p> <p>Shows an understanding for the need of safety when tackling new challenges and considers and manages some risks.</p>	<p>Yoga outside</p> <p>Children show good control and coordination in large and small movements.</p>
<p>Literacy</p> <p>Main focus texts</p>	<p>Rosie's Walk by Pat Hutchins</p> <p>The Little Red Hen (PSED link)</p> <p>The Magic Porridge Pot – Pie Corbett</p>	<p>Whatever Next by Jill Murphey</p> <p>The Dinosaur that Pooped a Planet by Tom Fletcher and Dougie Poynter</p> <p>Laura's Star by Klaus Baumgart</p>	<p>Owl Babies by Martin Waddell</p> <p>Let Me Come In by Pie Corbett</p> <p>Six Dinner Sid by Inga Moore</p> <p>Hairy Maclary by Lynley Dodd</p> <p>The Great Pet Sale by Mick Inkpen</p>	<p>Stuck in the Mud by Pie Corbett</p> <p>Jasper's Beanstalk by Nick Butterworth and Mick Inkpen</p> <p>Oliver's Vegetables by Vivian French</p> <p>Farmer Duck by Martin Waddell</p>	<p>My Brother by Anthony Browne (PSED link)</p> <p>The Night Pirates by Peter Harris</p> <p>Pirates Love Underpants by Claire Freedman and Ben Cort</p> <p>The Rainbow Fish by Marcus Pfister (PSED link)</p>	<p>Mr Gumpy's Outing by John Burningham</p> <p>Train Ride by June Crebbin</p>
<p>Maths</p>	<p>Positional language</p> <p>Numbers 1 to 5</p> <p>Time – my day</p> <p>Comparing groups – use the language more/ fewer</p>	<p>Numbers 1 to 10</p> <p>1 more/ 1 less</p>	<p>Addition</p> <p>Pattern and shape</p>	<p>Subtraction</p> <p>Length/ height</p>	<p>Numbers 1 to 20</p> <p>Solve problems including doubling, halving and sharing</p>	<p>Capacity/ weight</p> <p>Money</p> <p>Time</p>

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<p>UW (Hist, Geog, Science, RE)</p>	<p>Children talk about the features of their own immediate environment.</p> <p>Journeys Maps Journey sticks (mini explorers)</p> <p>BeeBots</p> <p>Windmills/ wind power</p> <p>Rosh Hashanah (J) 19-20 Sep Sukkot (Jewish) 3 – 4 October</p>	<p>Enjoys joining in with family customs and routines. (religious festivals)</p> <p>Space Neil Armstrong</p> <p>Freezing and melting</p> <p>Diwali (Hindu) 14th November Christmas – Nativity</p>	<p>Completes a simple program on a computer.</p> <p>Pets</p> <p>Growing (animals, babies)</p> <p>Vets and other jobs (PSED Link)</p> <p>Tu B'Shevat (Jewish) 28th Jan Chinese New Year 12th Feb Nirvana Day (Buddhist) 15th Feb Shrove Tuesday 16th Feb</p>	<p>Make observations of animals and plants and explain why some things occur.</p> <p>Farm</p> <p>Planting</p> <p>Healthy diet</p> <p>Holi (Hindu) 29th March Easter 4th April</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Pirates</p> <p>Floating and sinking</p> <p>Sea creatures</p> <p>Pollution and recycling</p> <p>Eid al Fitr 14-16 May</p>	<p>Children talk about past and present events in their own lives and in the lives of family friends.</p> <p>Holidays</p> <p>Beach</p> <p>Transport</p>
<p>EAD (Art, Music, DT)</p>	<p>Explore the different sounds of instruments (Use instruments to accompany a story)</p> <p>Explore what happens when they mix colours (skin tones)</p> <p>Chooses particular colours to use for a purpose</p> <p>Making windmills – joining using split pins</p> <p>Baking bread, cooking porridge</p>	<p>Creates simple representations of events, people and objects (Junk modelling – space helmets etc.)</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Begins to build a repertoire of songs and dances (Nativity)</p> <p>Making effects on black paper - chalk, glitter, paint</p> <p>Making vocal sound effects</p>	<p>Introduces a storyline or narrative into their play</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p>Experiments to create different textures</p> <p>Sculpture - modelling with clay and salt dough</p> <p>Costume making - work uniforms</p> <p>Exploring pattern - animal print</p> <p>Making fruit salad (Tu B'Shevat link)</p>	<p>Uses simple tools and techniques</p> <p>Manipulates materials to achieve a planned effect</p> <p>Printing - printing with vegetables. Printing in dough, mud etc.</p> <p>Experiment changing known songs Accompany instruments to songs</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Making model boats from different materials</p> <p>Collage</p> <p>Making props to enhance role play (e.g. telescopes, pirate hats)</p> <p>Listening to music and describing it (Aquarium by Camille Saint-Saëns)</p>	<p>Selects appropriate resources and adapts work where necessary</p> <p>Mixing paint to make different sea colours</p> <p>Making paper aeroplanes</p> <p>Tasting vegetables/ fruit that we planted in the Reception garden in Spring</p>

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