



## Long Term Plan: 2020-21

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>
<b>Topic</b>	Time Travellers		Dig a Little Deeper		Summer Fun	
<b>Trips</b>	Rose Gardens- signs of Autumn  History off the Page- Victorian Toys	Reveley Lodge		Rose Gardens-signs of Spring	Rose Gardens	Beach Day  Rose Gardens-signs of Summer
<b>PSHE Value</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Continuous Provision</b>	-Labelling their toys in CIL -Lists in role play- deconstructed role play- doctors/ toy shop -Writing captions for artwork created in CIL -Writing numbers in lists -					

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<p><b>English skills</b></p> <p>Capital letters Full stops Finger spaces Adjectives</p>	<p>2 weeks Labels, lists and captions <b>Funnybones- Allan Ahlberg</b></p> <p>2 weeks senses poetry</p> <p>3 weeks Narrative – predictable phrasing <b>Peace at last</b></p>	<p>2 weeks Narrative – predictable phrasing <b>I can be anything Don't tell me I cant- Diane Dillon</b></p> <p>2weeks- Take one book <b>Ruby's Worry- Tom Percibal</b></p> <p>2 weeks – Recount <b>Reveley Lodge</b></p>	<p>2 weeks Narrative – Traditional Tales <b>Jack and the Beanstalk</b></p> <p>2 weeks Narrative <b>When I coloured the world - Ahmadreza Ahmadi</b></p> <p>2 weeks Information Texts <b>How to trap a stone Giant- Pie Corbett</b></p>	<p>2 weeks - Narrative – Traditional Tales <b>The great big enormous turnip</b></p> <p>2 weeks – Recount</p> <p>1 week Poetry- Reciting and performing <b>Topic linked poems</b></p>	<p>2 weeks - Narrative – contemporary fiction <b>On the way home-Jill Murphey</b> <b>The Papaya that spoke</b></p> <p>2 weeks <b>We all went on safari- Laaurie Krebs</b></p> <p>2 weeks – Instructions <b>How to Catch a Star – Oliver Jeffers</b></p>	<p>2 weeks – Report</p> <p>2 weeks Explanations</p> <p>2 weeks Poetry</p>
<p><b>Maths skills</b></p>	<p>Positional numbers Finding patterns in numbers More than and less than Estimating and ordering Regrouping the whole Part part whole addition Solving probelems using part part whole or whole unknown</p>	<p>Comparison Equity and balance Making 10 and some more 1 more and 1 less Doubling and halving Odd and even numbers Naming and describing 2D and 3D shapes</p>	<p>Measures- length, height, mass, speed Sequencing events- days of the week and months of the year Adding using think 10 Subtracting using think 10</p>	<p>Equity and balance Problem solving Measures- money- ordering and comparing, coin combinations</p>	<p>Multiplication and division- equal and unequal groups and remainders Repeated addition and arrays Muliplication problem solving Division- sharing and grouping</p>	<p>Time- Telling the time to O'clock and half past Fractions- sharing into equal groups Fractions of shapes Fractions of quantities including capacity Place vale to 100- estimation, ordering and comparison</p>
<p><b>Science</b></p> <p><b>Ongoing:</b> <b>Seasons</b> – Autumn, Winter Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Humans (Funnybones)</b> ourselves Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Materials (toys)</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a</p>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common</p>	<p><b>Animals</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><b>Materials (Bushey)</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a</p>

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		variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.		flowering plants, including trees.	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.
<b>Outdoor learning</b>	Senses walks- Science Visit to the Rose Gardens Seasonal walks around the grounds Learning and performing Senses poetry outdoors	Shape hunt-Maths Seasonal walks around the grounds Materials of toys around the school-inside and outside	Identifying trees and plants around our school- Science Measuring- Maths Digging for fossils- Science Seasonal walks around the grounds	Planting-Science Seasonal walks around the grounds Healthy me activities outside	Seasonal walks around the grounds	Materials of outdoor equipment- Science Seasonal walks around the grounds
<b>History skills</b>	<b><u>Victorians</u></b> Changes within living memory		<b><u>Significant people from the past</u></b> The lives of significant individuals. Some should be used to compare aspects of life in different periods Marie curie Mary Anning Isombard Brunel Emily Davidson Tim Berners-Lee		<b><u>History of Bushey- Vicorian buildings linking back to Vicotiran toys in Autumn</u></b> Significant historical events, people and places within their locality	
<b>Geography skills</b>		<b><u>Maps skills and Keys within school grounds</u></b> Use simple fieldwork and observational skills to study the geography of		<b><u>Human and physical</u></b> Use basic geographical vocabulary to refer		<b><u>UK and surrounding seas</u></b> Name, locate and identify characteristics of the four countries and capital cities of the

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		their school and its grounds and the key human and physical features of its surrounding environment. Old ariels view pictures.		to key physical features. Use basic geographical vocabulary to refer to key human features.		United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries. Where diff fruits and veg come from.
<b>Music skills</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Listen with concentration and understanding to a range of high-quality live and recorded music	Play tuned and un-tuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sound using the inter-related dimensions of music  Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sound using the inter-related dimensions of music  Listen with concentration and understanding to a range of high-quality live and recorded music
<b>Art skills</b>	<b>Salvador Dali</b> Draw and paint Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing. Evaluate and analyse creative works using the language of art, craft and design.		<b>Andy Goldsworthy</b> sculpture <b>Vincent Van Gogh</b> paint Produce creative work, exploring their ideas and recording their experiences. Become proficient in sculpture. Evaluate and analyse creative works using the		<b>Seurat/ Impressionism</b> paint Produce creative work, exploring their ideas and recording their experiences. Become proficient in other art, craft and design techniques. Evaluate and analyse creative works using	

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	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.		language of art, craft and design. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.		the language of art, craft and design.	
DT	.	<p><b><u>Levers and Sliders</u></b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks .</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and</p>		<p><b><u>Sewing</u></b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p>		<p><b><u>Food Technology</u></b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>

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		<p>ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>		<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p>		<p>Evaluate their ideas and products against design criteria.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>
<b>Computing skills</b>	<b>Purple Mash</b> Online Safety Grouping and Sorting	<b>Purple Mash</b> Pictograms	<b>Purple Mash</b> Lego Builders Maze Explorers	<b>Purple Mash</b> Animated Stories	<b>Purple Mash</b> Coding Spreadsheets	<b>Purple Mash</b> Technology Outside School

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