



## Class 1's Long Term Plan – 2022-2023

|   | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  |
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| <b>Main theme but not limited to...</b> | Me and my community   | Let's Celebrate   | Amazing Animals   | How Big is the World?  | Once upon a time...  | New Adventures   |
| <b>Festivals and Celebrations</b>       | Harvest Festival<br>Diwali<br>National Fitness Day<br>Recycle Week<br>World Space Week<br>World Mental Health Day | Bonfire Night<br>World Kindness Day<br>Remembrance Day<br>Antibullying Week<br>World Nursery Rhyme Week<br>World Cup<br>Christmas<br>Christmas Jumper Day | Chinese New Year<br>National Storytelling Week<br>Children's Mental Health Week<br>Safer Internet Day<br>Shrove Tuesday | World Book Day<br>Mother's Day<br>Easter<br>National Pet Month (April)<br>British Science Week<br>Holi | Mental Health Awareness Week<br>National Numeracy Day<br>Earth Day                       | Healthy Eating Week<br>Father's Day<br>World Environment Day<br>National School Sports Week<br>Children's Art Week |
| <b>Visits/Trips</b>                     | Autumn walk<br>The park/Goose Green   | Fire safety – bonfire night – fireman visit<br>Adventure farm   | Sea life centre<br>Farm Visit   | Think tank<br>Seaside<br>Conkers<br>Supermarket<br>Local walk<br>Bus trip<br>Space Centre              | Children's Play Village<br>Black country museum /<br>Shugborough Hall<br>Sudbury Theatre | Local community members visit school?<br>Careers – sporty?   |

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| <b>Communication &amp; Language</b> |                  | <p>Learning to understand and respond to signals</p> <p>Joining in with nursery rhymes and story time</p> <p>Understanding instructions</p> <p>Exploring familiar role play and demonstrating friendly behaviour towards other children and adults</p> <p>Making comments and sharing ideas to keep play going</p> <p>Exploring a range of new vocabulary and using this in independent learning</p> |  | <p>Working in small groups – making comments, answering questions, discussing ideas</p> <p>Listening to and re-telling simple stories, rhymes and poems</p> <p>Introducing more complex instructions</p> <p>Using talk to extend our independent learning – extending role play activities, expressing opinions more confidently</p> <p>Increasingly accurate when using different tenses</p> <p>Recounting past experiences to familiar adults</p> |   | <p>Applying our listening skills in a range of situations</p> <p>Adapting and changing our behaviour to keep focused</p> <p>Playing games with multiple rules and instructions – in PE for example</p> <p>Using language to express curiosity – question, comment, explain, link ideas – through talking and expressing opinions</p> <p>Use language to reason and problem solve with peers and adults</p> <p>Speak confidently in familiar groups discussing ideas, interests and the choices they make</p> |  |
| <b>PSED (Jigsaw)</b>                |                  | <p><b>Being Me in My World</b></p> <p>Who me?</p> <p>How am I feeling today?</p> <p>Being at school</p> <p>Gentle hands</p> <p>Our Rights</p> <p>Our Responsibilities</p>  | <p><b>Celebrating Difference</b></p> <p>What am I good at?</p> <p>I'm special, I'm me!</p> <p>Families</p> <p>Houses and Homes</p> <p>Making Friends</p> <p>Standing up for yourself</p> | <p><b>Dreams &amp; Goals</b></p> <p>Challenge</p> <p>Never giving up</p> <p>Setting a goal</p> <p>Obstacles and support</p> <p>Flight to the future</p> <p>Footprint awards</p>   | <p><b>Healthy Me</b></p> <p>Everybody's Body</p> <p>We like to move it</p> <p>Food, glorious food</p> <p>Sweet dreams</p> <p>Keeping clean</p> <p>Stranger danger</p> | <p><b>Relationships</b></p> <p>My family and me</p> <p>Make friends, make friends, never ever break friends</p> <p>Falling out and bullying</p> <p>Being the best friends we can be</p>  | <p><b>Changing Me</b></p> <p>My Body</p> <p>Respecting my body</p> <p>Growing up</p> <p>Fun and fears</p> <p>Celebration</p> |
| <b>Literacy</b>                     | <b>Core Text</b> | The Colour Monster   | The Jolly Postman  | Rainbow Fish  | Handa's Surprise  | Zog  | Beegu  |

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|                     | <p><b>Reading &amp; Writing</b></p>  | <p>Introduction to phonics<br/>Initial sounds<br/>Letter formation<br/>Mark making<br/>Name writing</p> | <p>Mark making for emergent writing – using GPCs<br/>CVC word writing<br/>Reading high frequency and tricky words<br/>Labelling<br/>Lists<br/>Name writing</p>   | <p>CVC word writing<br/>Tricky word writing<br/>Labelling<br/>Lists<br/>Caption writing</p> | <p>Tricky word writing<br/>Caption writing<br/>Simple sentences</p>  | <p>Consolidating tricky words spellings<br/>Simple sentences – increasingly independent<br/>Introduction of simple punctuation</p> | <p>Simple punctuation<br/>Exploring story language</p> |
| <p><b>Maths</b></p> | <p><b>Getting to Know You</b><br/>Baseline assessments</p> <p><b>Just Like Me!</b><br/>Matching and sorting<br/>Comparing amounts<br/>Comparing size, mass &amp; capacity<br/>Exploring pattern</p> <p><b>It's Me 1 2 3!</b><br/>Representing, comparing &amp; composition of 1, 2 &amp; 3<br/>Circles and triangles<br/>Positional language</p> <p><b>Light and Dark</b><br/>Representing numbers to 5<br/>One more, one less</p> |   | <p><b>Alive in 5!</b><br/>Introducing zero<br/>Comparing numbers to 5<br/>Composition of 4 and 5<br/>Compare mass<br/>Compare capacity</p> <p><b>Growing 6 7 8</b><br/>6, 7, &amp; 8<br/>Making pairs<br/>Combining 2 groups<br/>Length &amp; height<br/>Time</p> <p><b>Building 9 and 10</b><br/>9 &amp; 10<br/>Comparing numbers to 10<br/>Bonds to 10</p> |   | <p><b>To 20 and Beyond</b><br/>Building numbers beyond 10<br/>Counting patterns beyond 10<br/>Spatial reasoning – match, rotate, manipulate</p> <p><b>First Then Now</b><br/>Adding more<br/>Taking away<br/>Spatial reasoning – compose &amp; decompose</p> <p><b>Find My Pattern</b><br/>Doubling, sharing &amp; grouping<br/>Even and odd<br/>Spatial reasoning – visualise &amp; build</p> <p><b>On The Move</b></p> |  |  |

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|                                  |   | Shapes with 4 sides<br>Time   |   | 3D shapes<br>Pattern  |  | Deepening understanding, patterns & relationships<br>Spatial reasoning – mapping |  |
| <b>Physical Development (PE)</b> |   | Gymnastics  | Dance   | Gymnastics  | Dance  | Cooperate & Solve Problems   | Cricket  |
|                                  |   | Rugby   | Speed Agility Travel  | Manipulation & Coordination   | Cooperate & Solve Problems   | Speed Agility Travel   | Manipulation & Coordination                            |
| <b>UTW</b>                       | <b>RE</b>   | UC – God/Creation<br><br>F1 – Why is the word God so important to Christians?   | UC – Incarnation<br><br>F2 – Why do Christians perform nativity plays at Christmas?<br><br>Diwali   | Why are some stories special?<br><br>Holi   | UC – Salvation<br><br>F3 – Why do Christians put a cross in the Easter garden? | What happens in our Church?<br><br>Eid   | What makes every person special, unique and important? |
|                                  | <b>Past &amp; Present</b><br>- Talk about the lives of the people around them and their roles in society;<br>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br>- Understand the past through settings, characters and events encountered in books | Talking people different people in their own lives and immediate community<br><br>Living change over time – we change as we get older etc.<br><br>Children being exposed to people of significance through stories, rhymes and poems and beginning to | Roles of people within wider community<br><br>Have an understanding of the passage of time<br><br>How to talk about the past, present and future using the correct tenses | Key figures in society from both the past and the present<br><br>Link historical figures and their roles and jobs, with present day equivalents |  |  |  |

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|  | <p>read in class and storytelling.</p>   | <p>understand the difference between recent and long ago</p>  | <p>Children being exposed to different sources – photos, artefacts, pictures etc.</p> <p>Look at Yoxall in the past</p>  |   |
|  | <p><b>People, Culture &amp; Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul> | <p>Children have an awareness of their own immediate family and the people close to them</p> <p>Children understand not all families are the same</p> <p>Looks at houses and families all over the world – compare and contrast</p> <p>Understanding of their immediate environment – they live in Yoxall, it is a village etc., village walks and looking at maps</p> <p>Non-Christian religious festivals</p> | <p>Children exposed to and able to identify different sources of information – such as maps, photographs, non-fiction texts, posters</p> <p>Children read and listen to a variety of stories based in different parts of the world including the UK</p> <p>Non-Christian religious festivals</p> | <p>Comparing city/town/village life – UK/Non-UK – begin to explore cultural differences and similarities</p> <p>Different foods come from different places – why does different food grow in different places?</p> <p>Non-Christian religious festivals</p> |

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|  | <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <p>Forest school</p> <p>Looking at animals in different environments – compare and contrast</p> <p>Knowing that there are four seasons, and that these are connected to the weather, plants and changing animal behaviour – winter/hibernation</p> |   | <p>Forest school</p> <p>Knowing some features of different environments – the sea is salty, lakes are cold, deserts are hot and dry, cities/town/villages (UK/Non UK) – TRIP</p> <p>Have an understanding of living and non-living things – including plants, animals, other natural resources – soil, feather, wood etc.</p> <p>How to plant and grow seeds</p> <p>Seasonal change</p> |  | <p>Forest school</p> <p>Differences between types of plants – trees, shrubs, flowering plants – including associated vocabulary</p> <p>Knowing how temperature affects states of matter – ice melts, water freezer, baking <i>Irreversible/reversible</i></p> <p>Using scientific equipment – magnifying glasses, magnets</p> <p>Seasonal change</p> |  |
|  | <p><b>Art</b></p>  | <p>TBC – Access Art – Updating Autumn 2022</p>   | <p>TBC – Access Art – Updating Autumn 2022</p>  | <p>TBC – Access Art – Updating Autumn 2022</p>  | <p>TBC – Access Art – Updating Autumn 2022</p>   | <p>TBC – Access Art – Updating Autumn 2022</p>   | <p>TBC – Access Art – Updating Autumn 2022</p>   |
|  | <p><b>DT</b></p>   | <ul style="list-style-type: none"> <li>• Experience of using construction kits to build walls, towers and frameworks.</li> </ul>   | <ul style="list-style-type: none"> <li>• Explored and used different fabrics.</li> <li>• Cut and joined fabrics with</li> </ul> | <ul style="list-style-type: none"> <li>• Early experiences of working with paper and card</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Assembled vehicles with moving wheels using construction kits.</li> </ul> |

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| <b>EAD</b><br><br><b>Creating with Materials</b> |                | <ul style="list-style-type: none"> <li>• Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.</li> <li>• Experience of different methods of joining card and paper.</li> </ul> | <ul style="list-style-type: none"> <li>• simple techniques.</li> <li>• Thought about the user and purpose of products.</li> </ul> | <ul style="list-style-type: none"> <li>• to make simple flaps and hinges.</li> <li>• Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of cutting soft fruit and vegetables using appropriate utensils.</li> <li>• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</li> <li>• Experience of cutting soft fruit and vegetables using appropriate utensils.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore moving vehicles through play.</li> <li>• Gained some experience of designing, making and evaluating products for a specified user and purpose.</li> <li>• Developed some cutting, joining and finishing skills with card.</li> </ul> |
|  | <b>Music</b>   | TBC – Charanga   | TBC – Charanga  | TBC – Charanga   | TBC – Charanga   | TBC – Charanga  |
| <b>Computing</b>                                 | Awesome Autumn | Winter Warmers   | Busy Bodies   | Springtime   | Boats Ahoy   | Summer Fun  |