



Class 1's Long Term Plan – 2022-2023

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

Communication & Language		<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>	
PSED (Jigsaw)		<p>Being Me in My World</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>Celebrating Difference</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>Dreams & Goals</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>Healthy Me</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>Relationships</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>Changing Me</p> <p>My Body</p> <p>Respecting my body</p> <p>Growing up</p> <p>Fun and fears</p> <p>Celebration</p>
Literacy	Core Text	The Colour Monster	The Jolly Postman	Rainbow Fish	Handa's Surprise	Zog	Beegu

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

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

	<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>People, Culture & Communities</p> <ul style="list-style-type: none"> - 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>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>

	<p>The Natural World</p> <ul style="list-style-type: none"> - 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>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>Art</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>DT</p>	<ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. 	<ul style="list-style-type: none"> • Explored and used different fabrics. • Cut and joined fabrics with 	<ul style="list-style-type: none"> • Early experiences of working with paper and card 	<ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. 		<ul style="list-style-type: none"> • Assembled vehicles with moving wheels using construction kits.

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