



**Yoxall
St Peter's**

A Partner School in the
John Taylor MAT

Class 1's Long Term Plan – 2023-2024

Each week, our learning is centred around a theme and these are used over the year, to cover all of the following content. The themes are changeable and adaptable to react to the needs and interests of the cohort.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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
Parental Involvement	Phonics Workshop Parents Evening	Nativity		Mother's Day Assembly Parents Evening	Writing Workshop	Parent Picnic
Communication & Language	Learning to understand and respond to signals Joining in with nursery rhymes and story time Understanding instructions Exploring familiar role play and demonstrating friendly behaviour towards other children and adults Making comments and sharing ideas to keep play going Exploring a range of new vocabulary and using this in independent learning		Working in small groups – making comments, answering questions, discussing ideas Listening to and re-telling simple stories, rhymes and poems Introducing more complex instructions Using talk to extend our independent learning – extending role play activities, expressing opinions more confidently Increasingly accurate when using different tenses Recounting past experiences to familiar adults		Applying our listening skills in a range of situations Adapting and changing our behaviour to keep focused Playing games with multiple rules and instructions – in PE for example Using language to express curiosity – question, comment, explain, link ideas – through talking and expressing opinions Use language to reason and problem solve with peers and adults Speak confidently in familiar groups discussing ideas, interests and the choices they make	
PSED (Jigsaw)	Being Me in My World Who me? How am I feeling today?	Celebrating Difference What am I good at? I'm special, I'm me! Families	Dreams & Goals Challenge Never giving up Setting a goal	Healthy Me Everybody's Body We like to move it Food, glorious food	Relationships My family and me	Changing Me My Body Respecting my body Growing up

		Being at school Gentle hands Our Rights Our Responsibilities	Houses and Homes Making Friends Standing up for yourself	Obstacles and support Flight to the future Footprint awards	Sweet dreams Keeping clean Stranger danger	Make friends, make friends, never ever break friends Falling out and bullying Being the best friends we can be	Fun and fears Celebration
Literacy	Core Text	The Colour Monster	Let's Celebrate	Alan's Big Scary Teeth	Handa's Surprise	Beegu	The Lighthouse Keeper's Lunch
	Poetry	Leaves Are Falling 5 Little Pumpkins	Carrot Nose Let's Put On Our Mittens	Hungry Birdies Pancakes	Furry Furry Squirrel 5 Little Peas	Pitter Patter I Have A Little Frog	Under A Stone A Little Shell
	Drawing Club						
	Reading & Writing	Introduction to phonics Initial sounds Letter formation Mark making Name writing	Mark making for emergent writing – using GPCs CVC word writing Reading high frequency and tricky words Labelling Lists Name writing	CVC word writing Tricky word writing Labelling Lists Caption writing	Tricky word writing Caption writing Simple sentences	Consolidating tricky words spellings Simple sentences – increasingly independent Introduction of simple punctuation	Simple punctuation Exploring story language
	Maths	Baseline Assessments Match & Sort Talk about Measure and Patterns It's Me 1 2 3 Circles & Triangles 1 2 3 4 5 Shapes with 4 sides		Alive in 5 Mass and Capacity Growing 6 7 8 Length, Height & Time Building 9 & 10 Explore 3D Shapes	To 20 & Beyond How many now? Manipulate, Compose & Decompose Sharing & Grouping Visualise, Build & Map Make Connections		
	Physical Development (PE)	Rugby	Body Movement	Dance	Manipulation and Coordination	Speed, Agility, Travel	Cricket

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 read in class and storytelling.	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 understand the difference between recent and long ago	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 Children being exposed to different sources – photos, artefacts, pictures etc. Look at Yoxall in the past	Key figures in society from both the past and the present Link historical figures and their roles and jobs, with present day equivalents			
	People, Culture & 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-	Children have an awareness of their own immediate family and the people close to them Children understand not all families are the same Looks at houses and families all over the world – compare and contrast Understanding of their immediate environment – they live in Yoxall, it is a village etc, village walks and looking at maps Non-Christian religious festivals	Children exposed to and able to identify different sources of information – such as maps, photographs, non-fiction texts, posters Children read and listen to a variety of stories based in different parts of the world including the UK Non-Christian religious festivals	Comparing city/town/village life – UK/Non-UK – begin to explore cultural differences and similarities Different foods come from different places – why does different food grow in different places? Non-Christian religious festivals			

	fiction texts and – when appropriate – maps.							
	<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>Knowing that there are four seasons, and that these are connected to the weather, plants and changing animal behaviour – winter/hibernation</p> <p>Have an understanding of living and non-living things – including plants, animals, other natural resources – soil, feather, wood etc.</p>	<p>Forest school</p> <p>Looking at animals in different environments – compare and contrast</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>Differences between types of plants – trees, shrubs, flowering plants – including associated vocabulary</p> <p>Seasonal change</p>	<p>Forest school</p> <p>How to plant and grow seeds</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>				
	Art	How can we explore colour?	How can we build explore materials and marks?	How can we build worlds?	How can we explore 3D materials?	How can we use our bodies?	How can we use our imaginations?	
EAD Creating with Materials	DT	<ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. 	<ul style="list-style-type: none"> • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products. 	<ul style="list-style-type: none"> • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and 	<ul style="list-style-type: none"> • 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. • 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. • Explore moving vehicles through play. • Gained some experience of designing, making and 		

		<ul style="list-style-type: none"> • Experience of different methods of joining card and paper. 		masking tape.	<ul style="list-style-type: none"> • Experience of cutting soft fruit and vegetables using appropriate utensils. 	evaluating products for a specified user and purpose. <ul style="list-style-type: none"> • Developed some cutting, joining and finishing skills with card. 	
Computing		Awesome Autumn	Winter Warmers	Busy Bodies	Springtime	Boats Ahoy	Summer Fun