

Reception/Year 1 Long Term Plan

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Texts/ Story	Various texts from the 'Storytime Phonics' scheme, including: 'The Big Sneeze' by Ruth Brown, 'Foggy, Foggy Forest' by Nick Sharratt	Various texts from the 'Storytime Phonics' scheme, including: 'The Queen's Hat' by Steve Antony and 'Aliens Love Underpants' by Claire Freedman	Various texts from the 'Storytime Phonics' scheme. Plus, 'Bringing the Rain to Kapiti Plain' by Verna Aardema	Various texts from the 'Storytime Phonics' scheme. Plus, 'The Tiny Seed' By Eric Carle	Various texts from the 'Storytime Phonics' scheme, including: 'Beegu' By Alexis Deacon, Plus 'Lost and Found' By Oliver Jeffers	Various texts from the 'Storytime Phonics' scheme. Plus 'The day the crayons quit' By Oliver Jeffers
English	Non Fiction: Lists, labels & captions Fiction: stories with predictable phrasing (story scribing)	Fiction: stories from familiar settings (using Jane Considine techniques) Non Fiction: Recounts	Non Fiction - explanations, travel leaflets Poetry: Adjectives, rhyming couplets Fiction: stories (story scribing)	Non-fiction: Instructions, advice leaflets Fiction: stories (story scribing) & BOOK WEEK	Fiction: A 'losing then finding' narrative Non-Fiction: Report	Non-Fiction: persuasive writing, letters Poetry: list poem, rhyming couplets, performance
Phonics (pending assessment in Aut 1)	Yr R: Phase 2 & 3 Yr1: recap Phase 2 & 3, address gaps		Yr R: Phase 4 and recap Phases 2 & 3 Yr1: Phases 4 & 5		Children spend time mastering their skills, deeper learning applying all sounds and Tricky Troll Words independently. Repeat plans as necessary extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.	
Maths	Number, Place value, Addition and subtraction.	Shapes, Place value, Multiplication & Division, Proportionality Time	Addition & Subtraction Position & Direction, Place Value, Multiplication & Division,	Proportionality, Money, Algebra, Addition & Subtraction Statistics	Addition & Subtraction, Multiplication & Division, Shape, Position & Direction	Place Value, Proportionality, Measurement, 4 Operationa
Science	Animals including humans (humans) Senses, body Linked to RE - senses	Plants (deciduous and evergreen trees) (plus Seasonal changes)	Animals Compare animals and humans, name a variety of common animals	Plants (plus Seasonal Changes)	Everyday Materials What does the word material mean?	Seasonal Changes & weather TEXT: 'The The Story Orchestra: Four Seasons in One Day'

	TEXT: 'Going to catch a piggy-wig' from Teaching Science Through Stories	TEXT: 'Tree: Seasons Come, Seasons Go' by Patricia Heggarty	TEXT: 'Rudyard Kipling's Just So Stories' retold by Elli Woolard	TEXT: 'George and Flora's Secret Garden' (Eden Project Books) by Dr Jo Elworthy 'Eddie's Garden' By Sarah Garland		by Jessica Courtney-Tickle
RE	<p>Philosophy</p> <p>What do my senses tell me about the world of religion and belief?</p> <p>Christian, Hindu, Jewish</p>	<p>Theology</p> <p>What do Jewish people remember on Shabbat?</p> <p>Jewish</p>	<p>Human/Social Science</p> <p>How does a celebration bring a community together?</p> <p>Muslim, Christian</p>	<p>Theology</p> <p>What does the cross mean to Christians?</p> <p>Christian</p>	<p>Human/Social Science</p> <p>How do Jewish people celebrate the Passover?</p> <p>Jewish</p>	<p>Theology</p> <p>What does Jesus' parables teach Christians about belonging to the Christian family?</p> <p>Christian</p>
History	<p><u>Changes within living memory.</u></p> <p>How have I changed?</p> <p>Who is this toy for? How do you know? How can we tell time has passed? What is the same and different about you now, compared to when you were a baby?</p> <p>TEXT: 'Once There Were Giants' by Martin Waddell</p>	<p><u>Events beyond living memory that are significant nationally/internationally</u></p> <p>Queen Elizabeth 2 & Remembrance</p> <p>What do we remember on Poppy Day? How were Queen Elizabeth I and II the same and different?</p> <p>TEXT: 'The Queen's Knickers' by Nicholas Allan</p>	<p><u>Changes beyond and within Living Memory</u></p> <p>What was the home like when my grandparents were young?</p> <p>What are the differences between old and new? What questions can I ask to find out about the past?</p> <p>TEXT: 'When I was Young' by James Dunbar</p>	<p><u>Events beyond living memory that are significant nationally/internationally</u></p> <p>Nurturing Nurses: Edith Cavell</p> <p>Know about the life of Edith Cavell who lived locally in Norfolk, compare to life of Mary Seacole</p> <p>TEXT: 'Brave Nurses' by Charlotte Guillain</p>	<p><u>Events beyond living memory that are significant nationally or globally -</u></p> <p>the Great Fire of London.</p> <p>Why did the fire start? Where did the fire start? What were the results of the Fire? Why was it called the Great fire?</p> <p>TEXT: 'The Great Fire of London' by Liz Gogerly</p>	<p><u>significant individuals in the past who have contributed to national and International achievements</u></p> <p>Black History</p> <p>What significant contributions by individuals from the black community do we know about? What can we learn from them?</p> <p>TEXT: 'Last Stop on Market Street' by Matt de la Peña and Christian Robinson</p>
Geography	<p>What is this place like? My class, My School, My Road</p> <p>Geographical skills & Fieldwork in the context</p>	<p>What is our local area like?</p> <p>Place Knowledge & Fieldwork</p>	<p>How are places different in the UK?</p> <p>Place Knowledge / Human and Physical Geography:</p>	<p>What are the 4 countries in the UK called?</p> <p>Locational Knowledge</p>	<p>Why is the map of the world green and blue?</p> <p>Locational Knowledge: Identify the seas that</p>	<p>How does the weather change?</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>

	<p>of the school. Use simple observation skills to study a familiar environment.</p> <p>Link to RE & Science: Senses</p> <p>TEXT: 'My Map Book' by Sara Fanelli 'Me on the Map' by Joan Sweeney</p>	<p>Observe human and Physical features of a familiar environment : (NE & Dereham.) Compass directions</p> <p>Link to RE - Christianity, visit the local church</p> <p>TEXT: 'As the Crow Flies' by Gail Hartman</p>	<p>Comparing two UK regions City & Countryside, compare and contrast: NE and London</p> <p>Link to DT: Bridges/landmarks</p> <p>TEXT: 'The Queen's Hat' by Steve Antony</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>Link to British Values - celebrations</p> <p>TEXT: 'The Big Book of the UK' by Imogen Russel Williams</p>	<p>surround the uk. Develop knowledge of the oceans and continents of the world.</p> <p><i>Linked to RE - Looking at symbols, universe</i></p> <p>TEXT: 'Maps' by Aleksandra and Daniel Mizielinski</p>	<p>(link to story of Jesus calming the storm)</p> <p>Link to science: seasons</p> <p>TEXT: 'On the Same Day in March: A Tour of the World's Weather' by Marilyn Singer</p>
Art	<p>How are colours used within Art?</p> <p>Painting</p> <p>Exploring Colour - Primary & Secondary, tints & shades.</p> <p>Artists - Rothko, Mondrian</p>	<p>What type of lines can you use to create a drawing from the natural world?</p> <p>Drawing</p> <p>Observational drawing of Autumn objects - leaves, pine cones, branches.</p>	<p>How can you manipulate paper to create a sculpture?</p> <p>Sculpture</p> <p>Use different tools and experiment to achieve different effects. Paper Sculptures</p> <p>Sculptor - Alexander Cader</p>	<p>How can I use printing to represent plants and vegetables?</p> <p>Printing</p> <p>Exploring printing using Plants and vegetable, Plasticine Printmaking</p> <p>Artist - Lottie Day (local artist)</p>	<p>How can I use collage to show what I know about the artist Matisse?</p> <p>Collage</p> <p>Collaborative art- explore scale. Abstract</p> <p>Artist - Matisse</p>	<p>How can I use weaving techniques in the style of Jo Athorton?</p> <p>Textiles</p> <p>Weaving - plastic bags, resauble</p> <p>Artists: Jo Athorton</p>
DT	<p>How can you make a moving picture?</p> <p>Mechanisms</p> <p>Using paper and card explore making sliders, lever and pivots and wheel mechanisms.</p> <p>Text: 'Funnybones'</p>	<p>How can we feed the birds during Autumn and winter?</p> <p>Construction</p> <p>Bird Feeders Research different bird feeders. Explore how to recycle objects.</p> <p>Make a design.</p>	<p>How can you build a strong bridge?</p> <p>Structures</p> <p>Begin to build structures, joining components together to create a finished product.</p> <p>Text - 'The three Billy Goats Gruff'</p>	<p>How can you make a salad?</p> <p>Cooking and Nutrition</p> <p>Make a salad (including fruit salad) Research favourite fruit/vegetable Evaluate product.</p> <p>Text - Oliver's Fruit salad & Oliver's Vegetables.</p> <p>Linked to English - writing instructions</p>	<p>What do you need to make a moving vehicle?</p> <p>Mechanisms</p> <p>Design a moon boogie to help Bob with his jobs on the Moon. Investigate how wheels move</p> <p>Text: Man on the moon</p>	<p>How can you make a fabric keyring?</p> <p>Textiles</p> <p>Sew a sea picture e.g. a fish, boat, crab etc</p> <p>Explore different fabrics. Sew and join fabrics using running stitch.</p> <p>Linked to English - looking after the planet</p>

		Linked with Science topic.				
PSHE	New Beginnings Our Happy School Nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	Good to be me Healthy body Healthy minds Developing personal responsibility and teamwork.	Relationships Focus on relationships with friends. Recognise one's own and others feelings	Getting on and Falling out Learning to consider others feelings. Give and receive compliments.	Going for Goals Looking Forward Discuss different things children enjoy and how they like to learn. Explore jobs people do, with a focus on goal setting.	Changes Ready steady go Children begin to explore everyday changes and their feelings about them. View change positively.
Music	Hey You! (Old School Hip Hop) Using untuned percussion instruments focus on the musical element pulse/ beat (the speed of musicThe heartbeat or steady beat of a song/piece of music.)	Rhythm In The Way We Walk Banana Rap (Reggae, Hip Hop) Christmas songs and carols linked to production Using untuned percussion instruments focus on the musical elements tempo (the speed of music to describe how fast/slow the music goes)	In The Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra) Using untuned percussion instruments focus on the musical element pitch (The range of high and low sounds.) Appraise a range of songs	Round And Round (Latin Bossa Nova, Big Band, Jazz, Latin Fusion) Using untuned percussion instruments focus on the musical element rhythm (The combination of long and short sounds to make patterns.) Appraise a range of songs	Your Imagination (Film, Pop, Musicals) Understand that sounds can be made and described using given and invented signs and symbols including shapes and marks. Leading to a performance next half term focus on the musical element dynamic (How loud or quiet the music is.)	Reflect, Rewind and Replay (Western Classical) Consolidate: recap and build on musical vocabulary from the year Performance inspired by the music this year Recap pulse, tempo, pitch, rhythm, dynamic
Computing	E-safety/Multimedia Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create content.	Data Handling Use technology purposefully to create, manipulate and retrieve digital content.	Multimedia photography & audio Use technology purposefully to create, manipulate and retrieve digital content	Technology in our Lives Recognise common uses of information technology beyond school	Programming Understand what algorithms are; how they are implemented as programs on digital devices.	Programming Create and debug simple programs.
PE Premier Sport to	Games: To hit a ball with a bat.	Dance: To copy dance moves To make up a short dance.	Gymnastics: To make body tense and relaxed, curled and stretched.	Dance: Copies and explores basic moves and body patterns	Games (throwing and catching field games):	Athletics: To use varying speeds when running.

<p>cover these at North Elmham (Linked to Year 1 and Year 2)</p>	<p>To practise basic striking, sending and receiving. To throw in different ways to use hitting, kicking and/or rolling in a game. to follow rules.</p> <p>Health and fitness: I can describe how my body feels before, during and after an activity.</p>	<p>To dance imaginatively. to change rhythm, speed, level and direction</p> <p>Acquiring and developing skills: I can copy actions. I can repeat actions and skills</p>	<p>To control my body when travelling. To control my body when balancing. to climb safely to plan and show a sequence of movements.</p> <p>Acquiring and developing skills: I can move with control and care. I can copy and remember actions</p>	<p>Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli.</p> <p>Evaluating and improving: I can talk about what I have done. I can describe what other people did.</p>	<p>To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game.</p> <p>Health and fitness: I can show how to exercise safely. To explain the importance of exercise and a healthy lifestyle.</p>	<p>To explore different methods of throwing. To practise short distance running. To run at different speeds. To jump from a standing position To perform a variety of throws with basic control</p> <p>Evaluating and improving: I can describe what other people did. I can say how I could improve.</p>
---	--	--	--	---	--	--

<p>MFL</p>	<p>Greetings, phrases and instruction in a range of languages throughout the year</p>					
<p>Outdoor learning</p>	<p>Welly Fridays all morning</p> <p>Outdoor stage to perform stories from story scribing</p> <p>Sense walks around school grounds</p> <p>Maths using autumnal foliage</p> <p>chalk writing</p> <p>phonics hunts/treasure trails</p> <p>autumn boxes</p>	<p>Welly Fridays all morning</p> <p>Outdoor stage to perform stories from story scribing</p> <p>Bird feeders</p> <p>Nature Land Art.</p> <p>Phonics activities</p> <p>Tree walks and surveys</p> <p>Healthy body work outdoors</p>	<p>Welly Fridays all morning</p> <p>Outdoor stage to perform stories from story scribing</p> <p>Den making area, sticks, bricks, straw</p> <p>Building bridges</p> <p>outdoor sculptures</p>	<p>Welly Fridays all morning</p> <p>Outdoor stage to perform stories from story scribing</p> <p>Potting area, Bug hotels, wormery.</p> <p>Printing natural objects outside</p> <p>Drawing huge map of UK on playground</p>	<p>Welly Fridays all morning</p> <p>Outdoor stage to perform stories from story scribing</p> <p>Space role play area moon rocks, space landing</p> <p>Creating journeys in our outdoor area</p>	<p>Welly Fridays all morning</p> <p>Outdoor stage to perform stories from story scribing</p> <p>Instruments outside</p> <p>Large scale weaving outside using the fence</p>

Enrichment	<p>Fieldwork - school grounds</p> <p>Life Skill - fasten buttons on clothes, zip up coat.</p>	<p>Fieldwork - local walk - visit the church</p> <p>Stories around a campfire (hot chocolate)</p> <p>Life Skill - scissors skills</p>	<p>Visitor from local synagogue</p> <p>Life Skill - set the dinner table, use knife and folk</p>	<p>Book Week</p> <p>Life Skill - cross the road safely</p>	<p>Life Skill - tie simple knots</p>	<p>World Ocean Day Litter Picking Team</p> <p>Contact Norfolk River trust - pick washed up plastic on beaches</p> <p>Life Skill-tie shoelaces</p>