

FS2 and Year 1 Long Term Plan 2021-22

NB: These themes may be adapted at various points to allow for children's interests to flow through the provision

	Autumn 1 September to 7 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic	Marvellous me! Baseline	Winter wonderland Christmas - Nativity	Wild and wonderful!	Once upon a time!	How does your garden grow	Are we nearly there yet?
Topic stimulus	Local walk	Visit flight museum	Bring their favourite toy	Letter from Mrs Hunt	Queen/King for the day	Walk to the local woods
SHINE	Halloween activities	Christmas activities	STEM	Design and Technology	Baking	Summer activities
End of topic celebration	Art exhibition – displaying all of our artwork with a sale at the end to purchase the sculptures	Christmas party Pantomime Nativity performance	Borrow toys from Barnsley museum – see what our parents and grandparents played with.	Invite Mrs Hunt to select her holiday destination.	Tea party for the Queen Grow and eat our own cress sandwiches.	Teach Rex workshop.
Celebrations	Roald Dahl Day 13 th September Recycle Week 20 th September Rosh Hashanah 6-8 th September 15-16 th September Yom Kippur National Poetry Day 7 th October World Smile Day 1 st October World Mental Health Day 10 th October Halloween 31 st October Harvest Festival end October	Guy Fawkes Night 5 th November Anti-Bullying Week 15-19 th November Remembrance Day 11 th November Diwali 4 th November Road Safety Week 16 th -22 nd Nov Saint Andrew's Day (Scottish) 30 th Nov Hanukkah 10 th -18 th December Christmas – Christian Festival	Winnie the Pooh Day 18 th January Chinese New Year 1 st February Pancake Day 16 th February Kindness Day 17 th February National Storytelling Week 30 th January – 6 th February	Saint David's Day (Wales) 1 st March Mother's Day 14 th March Saint Patrick's Day (Ireland) 17 th March Global Recycling Day 18 th March Easter – Christian Festival	Saint George's Day (English) 23 rd April International Nurses Day 12 th May World Bee Day 20 th May Eadd Fitur 3 rd May 2022	World Environment Day 5 th June Children's Art Week 6 th – 14 th June Father's Day 21 st June Make Music Day 21 st June National Writing Day 24 th June
Books/author Including favourite 5	We're all wonders Ruby's worry – Tom Percival The worry monster Incredible me The colour Monster Happy to be me Burgler Bill	Rama and Sita Room on the broom _Funny bones	Tiger who came to tea. Tiddler. The large family. The owl who was afraid of the dark The runaway pea Muck it up Tinga tinga tales	Traditional stories -Jack and the beanstalk The three little pigs Goldilocks Red riding hood The three little wolves and the big bad pig	On the way home. Where the wild things are The very hungry caterpillar Jasper's beanstalk Oliver's vegetables	Are we there yet Kitchen disco Journey home from Grandpa's Lighthouse keeper's picnic Rattletrap car
RWI Communication and language	Whole class: 5 mins teacher, 2 TAs team teach) Set 1 speed sounds Three progress groups: 15 minutes – letter formation, word time reading and spelling at tables.	Continue and group	Term 2: 30 minutes teaching per group Three simultaneous progress groups – teach speed sounds lessons (10 mins), ditties/storybooks (20mins) Slowest progress groups: carousel four and/or daily one-to-one tutoring for 5 mins.	Continue and group	Term 3: 40-60 mins teaching per group. Three simultaneous progress groups – teach speed sounds lesson (10 mins ditties/storybooks (at least 30 mins) use carousel four and daily one-to-one tutoring for 5 mins if any children are still learning set 1 sounds and blending.	Continue and group
Reading Area	Copies of above books, prompts for learning, story sack enhancements.	Copies of above books, prompts for learning, story sack enhancements.	Copies of above books, prompts for learning, story sack enhancements.	Copies of above books, prompts for learning, story sack enhancements.	Copies of above books, prompts for learning, story sack enhancements.	Copies of above books, prompts for learning, story sack enhancements.

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Writing Area	Enhancements for writing to support RWI and topic	Enhancements for writing to support RWI and topic	Enhancements for writing to support RWI and topic	Enhancements for writing to support RWI and topic	Enhancements for writing to support RWI and topic	Enhancements for writing to support RWI and topic
Maths Area	Natural resources to support learning, number lines/track/number formation	Natural resources, coins, 2 d shapes, rulers, clock	Natural resources, coins, scales, rulers, clock	Natural resources, 3d shapes, coins, number lines/tracks	Natural resources, number lines/tracks	Natural resources number lines/tracks
Maths – White Rose Math, Numberblocks and Early Number Sense (FS)	Baseline Getting to know you - matching Just like me – sorting/comparing/exploring patterns	It's me 123 – Introduce 0,1,2,3 Circles and triangles Coins 1p 2p (1p and 2p = 3p) Spatial awareness Light and Dark – introduce 4,5 Pentagons 1 more, 1 less subtraction symbol Time and measurement	Alive in 5 – Introduce 0 Compare numbers to 5 Composition of 4 and 5 Coins 2p + 2p = 4p 5p Making pairs Compare mass Compare capacity Growing 6 7 8 – introduce 6,7,8 Making pairs Combining 2 groups Length, height and time	Building 9 and 10 – Introduce 9 and 10 Comparing numbers to 9 Number bonds to 9 Comparing numbers to 10 Number bonds to 10 Coins 10p 3d shapes and patterns 3d shape and number links Consolidation	To 20 and beyond – Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning First, then now – Adding more Taking away Spatial reasoning	Find my pattern – doubling Sharing and grouping Even and odd Spatial reasoning On the move – Deepening understanding Patterns and relationships Spatial reasoning
Maths – White Rose Math, Numberblocks and Early Number Sense (Y1)	Place Value – numbers up to 10 Addition and subtraction within 10	Addition and subtraction within 10 Shape Numbers up to 20, place value and fluency 1 more 1 less Compare groups of objects Order objects Order numbers	Addition and subtraction within 20 Add by counting on Find and make number bonds Add by making 10 Subtraction – not crossing 10 Subtraction – crossing 10 Related facts Compare number sentences Numbers up to 50 tens and ones 1 more 1 less Represent numbers to 50 Compare objects within 50 Compare numbers within 50	Order numbers within 50 Count in 2s Count in 10s Measurements length and height Measurement weight and capacity	Number multiplication and division Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing Fractions Halving shapes and objects Halving a quantity Find a quarter of a shape or quantity	Geometry – position and direction Place value up to 100 Counting to 100 Partitioning numbers Comparing numbers 1 more 1 less Recognising coins Recognising notes Counting in coins Before and after dates Time to the hour Time to the half an hour
Science Understanding the world YEAR 1	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them Observe changes across the four seasons Observe and describe Weather associated with the seasons and how day length varies. Seasons: seasonal change Amazing Me Changes Body patters Playground sounds Sorting using senses All our senses	Talks about why things happen and how things work. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials. Compare and group together Everyday Materials Brilliant Builders We're going on a material hunt Material pairs and properties Sticking together Odd one out Three little pigs (brilliant builders?)	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Observe changes across the four seasons Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Develop an understanding of growth, decay and changes over time. Animals Including Humans Wild and Wonderful Creatures Different kinds of animals We are wonderful creatures too! Habitats in a bottle	Tadpoles/Chicks/ducks – life cycle Explore the natural world around them. Describe what they see, hear and feel whilst outside Shows care and concern for living things and the environment Seasonal Changes Wild Weather What do we know about the weather Wondering about weather Shadow surprises! Weather stations! Rainfall Weather stations! Wind Weather stations! Temperature	Developing an understanding of growth, decay and changes over time. 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. Growing Things What's growing outside? Spuds Beans in bags Grow some cress Bean update Cress sandwiches	Butterflies – life cycle ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class. Living Things and Their Habitat Food Chains Creating food chains Dead or alive Food chain dioramas Classroom aquariums Creating food chains

	Balancing lunch boxes	Three little pigs, alternative materials	Facts and Flaps Micro- safaris Tour guides and visitors			
Funky Fingers/dough disco (fine motor skills) Year 1	Dough disco x 2 each week Funky fingers daily Handwriting practise	Dough disco x 2 each week Funky fingers daily Handwriting practise	Dough disco x 2 each week Funky fingers daily Handwriting practise	Dough disco x 2 each week Funky fingers daily Handwriting practise	Dough disco x 2 each week Funky fingers daily Handwriting practise	Dough disco x 2 each week Funky fingers daily Handwriting practise
Geography Understanding the world Year 1	<p>GEOGRAPHY Geographical skills and fieldwork – Fieldwork: Geographical elements in Understanding the World Events in their own and their family’s lives: Varieties of ‘geographical’ events: journeys locally, where children go to visit friends and relatives, shopping, the park, places children might visit in the UK and abroad....</p> <p>Draw information from a simple map. Explore the natural world around them.</p> <p>Where do I live-</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Where do I live? Aerial photographs Create Maps</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Observe and record information on charts.</p>			<p>GEOGRAPHY Locational knowledge: Children notice features that are the same and different in relation to their locality and other localities – usually through stories.</p> <p>Place knowledge: Describe where they live. Talk about the local area they live in and places they have visited.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>ELG: 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> <p>London and Capital Cities</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>		<p>GEOGRAPHY Human and physical geography: Talk about features they have seen in their local area.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Shows care and concern for living things and the environment.</p> <p>Understand that some places are special to members of their community.</p> <p>Would you rather? Compare Brazilian Rainforest or a British Woodland</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.</p>

				Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.		
History Understanding the world Year 1	Days of the Week Months of the year Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time. Question why things happen and give explanations.	Days of the Week Months of the year Compare and contrast characters from stories, including figures from the past. History of Flight/transport Wright Brothers South Yorkshire aircraft museum Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Days of the Week Months of the year Develop understanding of growth, decay and changes over time. Order and sequence familiar events Talk about family Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. Toys Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Days of the Week Months of the year	Days of the Week Months of the year Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time. The Three Queens Events beyond living memory that are significant either nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.	Days of the Week Months of the year
R.E Understanding the world	Theme: The Creation Story Religion: Christianity Concept: God/Creation Key question for this enquiry: Does God want Christians to look after the world? Understand that some places are special to members of their community.	Theme: The Christmas Story Religion: Christianity Concept: Incarnation Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem? Recognise that people have different beliefs and celebrate special times in different ways.	Theme: Jesus as a friend Religion: Christianity Concept: Incarnation Key question for this enquiry: Was it always easy for Jesus to show friendship?	Theme: Easter - Palm Sunday Religion: Christianity Concept: Salvation Key question for this enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Theme: Shabbat Religion: Judaism Key question for this enquiry: Is Shabbat important to Jewish children? Recognise that people have different beliefs and celebrate special times in different ways	Theme: Rosh Hashanah and Yom Kippur Religion: Judaism Key question for this enquiry: Are Rosh Hashanah and Yom Kippur important to Jewish children?
ART Expressive arts and design Year 1	Skills and techniques – Sculpture: Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using.			Skills and techniques- drawing and mark making: Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Selects appropriate resources and adapts work where necessary. Drawings mainly include and outline.	Skills and techniques – Printing: To print with a variety of media including fruit, hands, fingers, stamps etc. Explore the patterns which can be made by combining different colours and shapes. Skills and techniques – painting and working with colour: Explores colour and how colours can be changed.	Skills and techniques – Texture and collage: Beginning to be interested and describe the texture of things. Handling different textures and feeling different surfaces. Join materials using glue. Thread different materials and objects.

	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials Begin to form own 3D pieces Consider covering these with papier-mâché Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools Look at sculptures by known artists and natural objects as starting points for own work</p>			<p>Teach children to hold a brush/pencil. Washing out brushes. Holding scissors correctly.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Colour (own work) neatly following the lines. Can copy everyday objects. Including more detail in drawings such as patterns and shapes. Being to develop a background</p>	<p>Selects appropriate resources and adapts work where necessary. Colour mixing with powder paint. Recognise and name main colours. Mixing primary colours.</p> <p>Painting / printing Veg and natural Leaf Printing</p> <p>To make rubbings of surfaces and objects using wax crayons and calks e.g. coins, leaves Build up a collection of rubbings to create a picture. Use a range of colours and shapes to produce more complex patterns.</p>	<p>Beginning to be interested and describe the texture of things. Selects appropriate resources and adapts work where necessary. Can use a combination of materials which are cut or torn and glued to create a picture.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>
<p>D.T Expressive art and design Year 1</p>		<p>Technical knowledge – Making products work: 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 masking tape. Assemble vehicles with moving wheels using construction kits- Lego and Kinects.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples</p> <p>Make vehicles with construction kits which contain free running wheels. Cut materials safely using tools provided. Attach wheels to chassis on a model using an axle. With support cut strip wood/dowel using a hacksaw. Begin to assemble, join and combine materials and components together using a</p>	<p>Make – Planning: 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. Experience of different methods of joining card and paper. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</p> <p>Build a bird house select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing</p>		<p>Designs - Contexts, uses and purposes: Explore ideas by rearranging materials.</p> <p>Cooking and nutrition- Where food comes from: Begin to develop a food vocabulary using taste, smell, texture, and feel.</p> <p>Cooking and nutrition-Food preparation: cooking and nutrition: Stir, spread, knead, and shape a range of food and ingredients. Begin to work safely and hygienically- children know to wash hands before touching and eating food. Measure and weigh food items, non-statutory measures e.g. spoons, cups.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<p>Designs - Contexts, uses and purposes: Describe simple models or drawings of ideas and intentions.</p> <p>Evaluate – Own ideas and products: Select materials from a limited range that will meet simple design criteria e.g. shiny, smooth, stretchy etc) Select and name the tools needed to work the materials e.g. scissors for paper. Select appropriate sizes of material for purpose. Use adhesives to join material. Discuss their work as it progresses. Discuss possible changes and improvements they would make in the future.</p> <p>Make a moving Picture</p>

		variety of temporary methods e.g. glues or masking tape.				
Music Expressive art and design	MUSIC Charanga Unit 1 Hey you 1. Listening and Appraising 2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition Listen attentively, move to and talk about music, expressing their feelings and responses.	MUSIC Charanga Unit 2 Rhythm in the way we walk and banana rap 1. Listening and Appraising 2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition Watch and talk about dance and performance art, expressing their feelings.	MUSIC Charanga Unit 3 In the groove 1. Listening and Appraising 2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition Sing in a group or on their own, increasingly matching the pitch and following the melody.	MUSIC Charanga Unit 4 Round and Round 1. Listening and Appraising 2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition Explore and engage in music making and dance, performing solo or in groups. ELG: Sing a range of well-known nursery rhymes and songs.	MUSIC Charanga Unit 5 Your imagination 1. Listening and Appraising 2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition	MUSIC Charanga Unit 6 Reflect rewind and replay 1. Listening and Appraising 2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition
PHSE Year 1	Being me in my world Families and Friendships Respecting ourselves and others	Relationships Safe relationships	Changing me Belonging to a community	Healthy me! Media literacy and digital resilience Money and work	Dreams and goals Physical health and mental wellbeing	Celebrating Difference Growing and changing Keeping safe
SRE Year 1	Unit One: Myself and Others Myself and others	Unit Two: Family Networks Family	Unit Three: Body Awareness Body Parts	Unit Four: Hygiene Choices	Friendships	
PE Physical Development Year 1	Baseline Revise and refine the fundamental movement skills they have already acquired: Rolling/crawling/walking/jumping Running/hopping/skipping/climbing. Progress towards a more fluent style of moving, with developing control and grace. Games	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Dance	Combine different movements with ease and fluency. Dance	Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Gymnastics	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Athletics	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Sports day preparation and Sports Day
ICT Year 1		Computer science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute		Information technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Digital literacy Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify	

		<p>by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>			<p>where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	
BLP	Empathy and Listening	Perseverance	Resilience	Collaboration	Questioning	Making Links