

Mrs Brown – Long - term plan 2022 - 23 NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision

Black type – General and Progression Documents Red type – Development Matters + ELG Purple type – Books to support

	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	Terrific Tales! Christmas - Nativity	Amazing Animals	Come outside!	Ticket to Ride!	Fun at the seaside!
SHINE	Halloween activities	Christmas activities	STEM	Design and Technology	Baking	Summer activities
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
Writing Texts may due to the children’s interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Texts as a Stimulus: Nursery Rhymes Label characters Giraffes can’t Dance (Wishing tale) – Create an I wish picture / make marks.	Texts as a Stimulus: The Little Red Hen (Journey story) Sequence the story Speech bubbles The Three Billy Goats Gruff (Defeat Monster) Create a wanted poster Write a sentence	Texts as a Stimulus: Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words The Sleepy Bumblebee (Cumulative) Labels and simple captions Mini beasts – Animal Fact File – Compare two animals	Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles The Very Hungry Caterpillar - (Cumulative) Describe foods / adjectives Healthy Food – My Menu / Bean Diary	Texts as a Stimulus: Mr Gumpy’s Outing (Cumulative) Report about the animals falling into the water Handa’s Surprise (Journey story) Retell the story in own words	Texts as a Stimulus: Big Blue Whale (Information Text) Write facts about whales Write a postcard / diary writing My Holiday – recount
Maths – White Rose Math, Numberblocks and Maths Mastery	Baseline Getting to know you - matching Just like me – sorting/comparing/exploring patterns Numberblocks S1 Ep 9 Off we go S1 Ep 10 How to count S3 Ep 8 Building Blocks S3 Ep 17 Pattern Palace	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 Numberblocks S1 Ep 1 Meeting one S1 Ep 2 Another one (meet 2) S1 Ep 3 Two S1 Ep 4 Three meet 3 S1 Ep 5 One, two, three S1 Ep 10 How to count Triangle and circle – S3 Ep 16 Flat land S1 Ep 6 Four S1 Ep 8 The 3 little pigs S1 Ep 13 The terrible twos S3 Ep 1 Once upon a time 1 more 1 less S1 ep 14 Holes S1 Ep 15 Hide and seek	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 Numberblocks S1 Ep 1 – 6,7,8,9,19,11 S1 Ep 7 Five S1 Ep 9 Off we go! S1 Ep 11 Stampolines S1 Ep 12 The whole of me S3 Ep 16 Flat land S4 Ep8 The way of the rectangle S5 Ep 6 Square club S5 Ep 4 What’s my number	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 Numberblocks S2 Ep 2-13, 15 S3 6-7 S3 Ep 13, 15 S3 Ep 2-4, 5, 10,11 S3 Ep 9 and 10 S5 Ep 2 Now you see us S5 Ep 3 Tens top ten	To 20 and beyond – Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning First, then now – Adding more Taking away Spatial reasoning Numberblocks S4 Ep 6,7,11,12,13,14,15 S5 Ep 1,2,3,7,8,10,11,12,13,14 S5 Ep6 The many faces of 20 S5 Ep7 Ten vaulting Taking away/number stories S2 Ep 7,13,14 S3 Ep 11,12,18 S1 Ep 15 hide and seek	Find my pattern – doubling Sharing and grouping Even and odd Spatial reasoning On the move – Deepening understanding Patterns and relationships Spatial reasoning Numberblocks S3 Ep 8 Building blocks S23 Ep 17 Pattern palace Doubling S2 Ep9 S4 Ep 4 Even and odd S2 Ep11 S4 Ep 5,9 S5 Ep 8 Twoland S5 Ep10 odd side story

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			6,7,8 S2 Ep 1,2,3,8,12, S3 3-14			
Understanding The World (Science/Geography/History/RE)	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Expressive Arts and Design (Art/DT/music)</p>					
	<p>Looking at our family and members of the community. Where they have been. Can draw similarities and make comparisons between other families.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Use world maps to show children where some stories are based.</p> <p>Share different cultures versions of famous fairy tales.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world.</p> <p>Change in living things Changes in the leaves, weather, seasons,</p> <p>Building a 'Bug Hotel'</p>	<p>Use Handa's Surprise to explore different country.</p> <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Environments Features of local environment Maps of local area.</p> <p>Introduce children to significant figures.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking boat building Metallic / non metallic objects</p> <p>Seasides long ago Magic Grandad</p>
	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. and realise creative ideas. Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Designing homes for hibernating animals. Making lanterns, Chinese Writing.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants.</p> <p>Mother's Day crafts Easter crafts Home Corner role play.</p>	<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils Colour mixing underwater pictures. Father's Day Crafts</p>
Personal social and emotional (PHSE)	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as</p>					

	necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals.</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences</p>	<p>Relationships What makes a good friend? Healthy me</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge.</p>	<p>Taking part in sports day - Winning and losing Changing me</p>
SRE	Unit One: Myself and Others	Unit Two: Family Networks	Unit Three: Body Awareness	Unit Four: Hygiene		
PE Taught by Mr Gale	Multi-skills (Outdoor) Jungle Journey (Indoor)	Athletics (Outdoor) Jungle Journey (Indoor)	Team Relays (Outdoor) Multi-skills – (Indoor)	Athletics (Outdoor) Gymnastics (Inside)	Net and Wall Games (Outdoor) Dance (Indoor)	Team Relays (with a sports day influence) Outside Multi-skills (Inside)
BLP	Empathy and Listening	Perseverance	Resilience	Collaboration	Questioning	Making Links