



Long term planning Sept 2023 to July 2024

	<b>Autumn 1</b> <b>It's all about Me!</b>  <b>Black History</b> Sept - Oct (7wks)	<b>Autumn 2</b> <b>Light up your life</b> Nov - Dec (7wks)	<b>Spring 1</b> <b>Keeping Healthy</b> Jan - Feb (5wks)	<b>Spring 2</b> <b>Time to Bloom</b> Feb - Apr (5wks)	<b>Summer 1</b> <b>Helping me, helping you.</b> Apr - May (7wks)	<b>Summer 2</b> <b>Out and About</b> Jun - Jul (7wks)
<b>Personal, Social and Emotional Development</b>	Getting to know each other, classroom, School, rules Growth Mindset Celebrations; Harvest, Journeys	Celebrations;, Bonfire night, Remembrance Day, Christmas PSED	New Year Learning about health and hygiene Teeth & toileting	Celebrations; Pancake Day, Mothering Sunday, Easter. Feelings - why mums are special PSED - looking after others	Day Learning about professions Asking questions of Others emergency services	Celebrations; father's Day PSED - feelings and Change
<b>Communication and Language</b>	Listening walks Listening in different situations e.g. small group, whole class RWI	Listening & responding to others Learning the 'Nativity' Following instructions RWI Groups	like/don't like Trying new foods. Cooking - following instructions	Speaking about own pets Where do animals live? Learning to ask questions about the world around us	Asking questions of others Listening to others Speaking clearly and with confidence	Explaining our feelings What we want to know about Yr 1
<b>Physical</b>	<b>Keep Fit</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Striking and</b>	<b>Games</b>	<b>Striking and</b>

<b>Development</b>	Is revising and refining the fundamental movement skills he/she has already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing	Is able to combine different movements with ease and fluency	Is progressing towards a more fluent style of moving, with developing control and grace.	<b>Fielding</b> Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	Is developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<b>Fielding</b> Is further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
<b>Literacy</b>	Initial assessments in all areas Books - <input type="checkbox"/> Bringing the rain to Kapiti Plain <input type="checkbox"/> We are going on a bear hunt	RWI groups Topic linked stories & nursery rhymes Writing names Reading books weekly Books - <input type="checkbox"/> The Bog Baby <input type="checkbox"/> The snow man	RWI groups Topic linked stories, rhymes and non-fiction Healthy eating poster Design a sandwich Books - <input type="checkbox"/> Anna Hibiscus song <input type="checkbox"/> I will never eat a tomato again	RWI groups Topic linked stories, rhymes and non-fiction Weekly writing focus Plants and animals Books - <input type="checkbox"/> World Book week <input type="checkbox"/> The Blue Penguin <input type="checkbox"/> Poetry Week	RWI groups Topic linked stories, rhymes and non-fiction Letters/questions for our visitors Books- <input type="checkbox"/> The Leopard's drum <input type="checkbox"/> Yucky worms	RWI groups Topic linked stories, rhymes and non-fiction Writing a letter to our new teacher Books- <input type="checkbox"/> What the ladybird heard <input type="checkbox"/> Meerkat mail
<b>EYFS Communication and Language</b>	<ul style="list-style-type: none"> <li>Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity.</li> </ul>					

<b>(40-60+ months)</b>	<ul style="list-style-type: none"> <li>• Answering 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>					
<b>Mathematical Development</b>	<p><b>WB 4.9.23</b> <b>Closing the gaps from the previous year group</b></p> <p>1. counting – chanting numbers in order up to 10 and then 20.</p> <p>2. copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions.</p> <p>3. learn to count accurately using one-to-one correspondence and come to understand conservation of number.</p> <p>4. learning about the days of the week, reciting the</p>	<p>6. exploring length and height, using the language associated with comparing and measuring.</p> <p>7. chanting numbers to 20 and beginning to chant numbers to 100</p> <p>8. learn about 2D shapes, beginning to identify circles, triangles and rectangles including squares</p> <p>9. recognise that different coins have different values (they will buy more or less, are worth more or less).</p> <p>10. reinforces children's knowledge of</p>	<p>11. count to 100 and compare and order numbers to 20.</p> <p>12. play with, explore and identify patterns, including line symmetry in images and simple shapes.</p> <p>13. begin to partition sets of ten objects and learn the number pairs to 10</p> <p>14. learn how we can time events, and the fact that some events take longer than others</p> <p>15. explore lengths, heights and weights, learning to</p>	<p>16. compare and order numbers to 20</p> <p>17. begin to learn the value of coins and to compare and order them according to value</p> <p>18. rehearse comparing numbers to 10 and 20 and identifying the largest and smallest set. <b>WB 11.03.24</b> <b>Assessment week &amp; closing the gaps</b></p> <p>19. Revisit the days of the week. Begin to recognise o' clock times on analogue and digital clocks and match these to key events in their daily routine and in</p>	<p>20. partitioning numbers and finding pairs of numbers that total the number</p> <p>21. count to 100 as a whole class and begin to count further independently.</p> <p>22. common 2D and 3D shapes</p> <p>23. double numbers to 5 and halve even numbers to 10, using objects.</p> <p>24. begin to learn to count in 2s, 5s and 10s.</p> <p>25. revisit the days of the week, making sure that they know these and can put them in</p>	<p>26. counting, ensuring all children can count on and back to/from any number to 20</p> <p>27. find one more and one less than numbers up to 20, linking this to adding and subtracting 1</p> <p>28. revise and learn all the coins from 1p to £2.</p> <p>29. explore measures: lengths, weights and capacities, learning to compare each of these using direct comparison.</p> <p><b>WB 01.07.24</b> <b>Assessment week and closing the gaps</b></p>

	<p>names and beginning to order them.</p> <p>5. introducing children to addition and subtraction.</p> <p><b>WB 16.10.23 closing the gaps</b></p>	<p>spoken numbers and matching written numerals up to 10.</p> <p><b>WB 04.12.23 Assessment Week &amp; closing the gaps</b></p> <p><b>WB 11.12.23 Closing the gaps</b></p>	<p>compare each of these, using direct comparison</p>	<p>stories.</p>	<p>order. Talk about how we measure time in different ways, and come to understand units: months, days, weeks, hours, minutes and seconds.</p> <p><b>WB 20.5.24 closing the gaps</b></p>	<p>30. Children partition five, six and ten objects into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10</p>
<b>Understanding of the World</b>	<p>Our senses My body My family Exploring our school Learning about different faiths &amp; festivals. Activities surrounding Bringing the Rain to Kapiti Plain Maasai Tribe (Kenya)</p>	<p>Seasons-Autumn Change -hot/cold Learning about different faiths &amp; festivals Celebrations ICT - online advent</p>	<p>Learning about people/agencies who help us stay healthy Learning how exercise and food keep us healthy Healthy/unhealthy foods</p>	<p>Animal Babies Animal habitats Domestic/wild Seasons- Spring ICT - using ICT to inform learning Butterflies/ Chicks?</p>	<p>Library/Fireman/ lollipop man - <b>(Visit)</b> Explore Construction Materials ICT -using ICT to inform learning Science week History - Toys and games</p>	<p>Seasons- Summer Why people travel Joining in with family customs and routines. Exploring Year 1 ICT Directions and Control International week History - Toys and games</p>
<b>Expressive art and Design</b>	<p>Role Play- <b>Home corner (Indoor)</b> <b>African animals (outdoor)</b></p>	<p>Role Play- <b>Grotto(Indoor)</b> <b>Santa's shop (Outdoor)</b> Making 2D and 3D</p>	<p>Role Play- <b>Doctors (indoor)</b> <b>Vet (Outdoor)</b> Chinese Dragon Dance</p>	<p>Role Play - <b>Vets (indoor)</b> <b>Dentist (Outdoor)</b> Playing instruments;</p>	<p>Role Play- <b>Home corner (Indoor)</b> <b>Fire engine(Outdoor)</b></p>	<p>Role Play- <b>Post Office (Indoor)</b> <b>Transport(Outdoor)</b></p>

	Observing faces and portrait painting Singing songs Harvest	constructions using different materials Imitate & create movement to music Christmas play	Shape pictures Chinese new year Activities	rhythm and sounds Working with natural resources Texture	Creating on a large scale Making and playing instruments	Colour Music, movement and dance Dressing Up
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