

Long Term Plan 203/24

Term	Topic skills	Topic knowledge	Maths Focus	Phonics Focus	Suggested books
<p>Autumn 1</p> <p>6weeks 3 days 6/9/23 – 20/10/23</p> <p>Me and my body</p> <p>Phunky Foods Our Bodies</p> <p>Harvest Festival</p> <p>Forest school</p>	<p>Talk about themselves</p> <p>Talk about their families</p> <p>Name members of their families</p> <p>To talk about the similarities and differences within the class</p> <p>To know where their family lives</p> <p>To create closed shapes as they draw themselves and family</p> <p>Talk about their bodies</p> <p>Name / label parts of the body</p> <p>Create representations of people</p> <p>Talk about and recognise effect of exercise on our bodies</p> <p>Talk about the effect of food on our teeth</p> <p>Talk about ways to keep our teeth healthy</p> <p>Independently wash hands</p> <p>Independently change some clothes</p> <p>Begin to develop fine motor skills to use and control tools for cutting / mark making</p> <p>Move in different ways using different parts of our bodies</p> <p>Learn a song and dance for Harvest Festival</p> <p>Vocab- Skeleton, bone, skull, brain, heart, lungs, chest, shoulder, elbow, ankle, thigh, wrist, ribs, spine, jaw, teeth, plaque, enamel</p>	<p>Know about themselves – full name and month of birth and age</p> <p>Know how they have changed over time</p> <p>Know about their families and how they might differ from others</p> <p>Know where they live- name of village and town</p> <p>Know different parts of my body</p> <p>Know that we have a skeleton</p> <p>Know why I need to look after my body and my teeth</p> <p>Know how to make healthy choices for my body and teeth- food and exercise</p> <p>Know the effects of exercise on our bodies.</p> <p>Know how to hold tools for mark making and cutting</p> <p>Understand why we have a Harvest Festival and who celebrates</p>	<p>Younger Nursery</p> <p>Say some numbers</p> <p>Begin to sort and group objects by colour / attributes</p> <p>Begin to say what they can see</p> <p>Begin to use fingers to show amounts</p> <p>Understand some positions</p> <p>Begin to talk about some sizes using comparative language</p> <p>Nursery</p> <p>Rote count up to 3 independently</p> <p>Count and copy up to 3 objects actions</p> <p>Recognise numerals 1 2 3</p> <p>Match groups to numerals for 1 and 2</p> <p>Make groups 1 and 2</p> <p>Use positional language</p> <p>Use language related to size</p> <p>Reception</p> <p>Instantly recognise up to 5</p> <p>Say what they can see 0-5</p> <p>Match objects to numerals</p> <p>Sort objects according to size</p> <p>Use vocab related to size</p> <p>Say numbers 0-10 forwards and backwards</p> <p>Write numerals 0-3</p> <p>Use positional language</p> <p>Count and match arrangements up to 6</p> <p>Say numbers beyond 10</p> <p>Recognise 1-6 on a ten frame and begin conceptual subitising</p>	<p>Younger nursery</p> <p>Nursery rhymes singing and actions</p> <p>Dough disco</p> <p>Nursery</p> <p>Concentrate on listening and speaking skills using talk boost activities</p> <p>Recognising name</p> <p>Dough disco</p> <p>Pen disco</p> <p>Reception</p> <p>Learn first 24 single letter sounds securely</p> <p>Orally blend</p> <p>Blend for reading</p> <p>Read simple words</p> <p>Begin to from recognisable letters</p> <p>Use Fred fingers for spelling</p>	<p>Cusp</p> <p>Same But Different Too</p> <p>What Happened to You Bear</p> <p>What Makes Me a ME</p> <p>PofR</p> <p>Happy Birthday Maisy</p> <p>Write Stuff</p> <p>Only relate FANTASTICS to books and themselves</p> <p>Topic books</p> <p>All Kinds of People</p> <p>Super Duper You</p> <p>From Head to Toe</p> <p>Family and Me</p> <p>Open Wide What’s Inside</p> <p>Hair Raising Human Body</p> <p>Together We Can</p> <p>Argh There’s a Skeleton Inside You</p> <p>Who Are You?</p>

<p>Autumn 2</p> <p>7 weeks 2 days 30/10/23 to 19/12/23</p> <p>Festivals and colours</p> <p>Christmas + performance (2 weeks)</p> <p>Phunky Foods Emotions</p> <p>World Nursery rhyme week 13-17th November</p> <p>Diwali 12th November</p>	<p>Use tools to make patterns and marks in pumpkins Use large movements to create coloured fireworks pictures Use fingers, materials and tools to create patterns Use colours and a variety of materials to make rangoli patterns Make a diva lamp Use shapes for Mendi patterns Use a variety of materials to make poppies and Christmas crafts</p> <p>Make coloured playdough Make salt dough Use colours for patterns and pictures Mix colours to create shades Make colour filters Change colours using filters Change the length and shape of shadows Shadow drawing Use torches to create light and shadows Use colours to design art in the style of Kandinsky or Yinka Ilori Identify our own feelings/ emotions and how we regulate them Learn and sing some nursery rhymes</p> <p>Vocab Hindu, Diwali, Guy fawkes, House of parliament, religion, belief, gunpowder, Christianity, nativity, shadow, natural, artificial, filter, primary, secondary, shade, prism</p>	<p>Know why different people celebrate different festivals and why they are important to them To understand that people have different beliefs and how to respect those Understand why we celebrate bonfire night Understand that some people celebrate Diwali and that it is a Hindu festival Learn the story of Rama and Sita Understand why we have Remembrance Day and why memorials are important Understand why we celebrate Christmas and that it is a Christian festival Understand that food and art are used in celebrations</p> <p>Know that we have different colours and they can be created by mixing primary and secondary colours How Kandinsky or Yinka Ilora use colour and shapes for art Begin to understand how the seasons change the amount of natural light we have daily</p> <p>Understand our emotions and those of others Know how we display our emotions Know Nursery rhymes by heart</p>	<p>Younger Nursery Begin to describe groups by amount Recognise numerals in the environment Begin to show amounts using objects Begin to recognise some routines in the day</p> <p>Nursery Create groups of objects and match to numerals Say what they can see Explore and talk about shapes Walk and trace over curved and straight lines Recognise some simple patterns</p> <p>Reception act out an addition maths story use counting action say how much they can see recognise 1-8 on ten frames using conceptual subitising (5+2=7) act out basic real life additions 1digit +1 digit use vocabulary related to addition say amounts seen in groups count 1-10 forwards and backwards match shapes by recognising similar properties begin to use maths names for shapes look at written addition and read what it says look at written addition and what it means know what + / = signs mean 1 more 1 less to 10</p>	<p>Younger Nursery Environmental sounds Instrumental sounds Singing songs Funky fingers activities Mark making Pen disco</p> <p>Nursery Begin to orally segment and blend Voice sounds Play Fred games Pen disco Name recognising Name creating Name writing</p> <p>Reception Learn first 6 special friends securely Orally blend Blend for reading simple words Begin to from recognisable letters Use Fred fingers for spelling Begin First Ditty books</p>	<p>Cusp Wow said the owl Rain before rainbows</p> <p>PofR</p> <p>Write stuff Only relate FANTASTICS to books</p> <p>Topic books Elmer The colour monster Harold and the purple crayon Brown Bear, Brown Bear</p>
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<p>Spring 1</p> <p>5 weeks 2days</p> <p>4/1/24 to 9/2/24</p> <p>Animals of the world</p> <p>Valentines Day</p> <p>Phunky Foods Eat Well</p>	<p>Indicate different climate regions on a map</p> <p>Place animals in the area of the climate most suite to them</p> <p>Name some animals- write labels</p> <p>Use maps to indicate areas of the world</p> <p>Retell some information about particular animals</p> <p>Label pictures</p> <p>Copy some short captions</p> <p>Learn some adaptations that animals have made for their climate</p> <p>Describe animals that they like / don't like and give reasons</p> <p>Draw sketches of animals</p> <p>Use materials to make collages</p> <p>Describe textures of different animal skin</p> <p>Trip to pets at home – ask questions and listen to answers</p> <p>Follow rules and expectations</p> <p>Talk about animals in their families</p> <p>Use a variety of craft materials for pictures</p> <p>Sequence pictures from a story</p> <p>Use scissors and other tools to make masks</p>	<p>Know that animals live in different regions of the world</p> <p>Know that the climate is suited to different animals</p> <p>Know the animals from polar regions</p> <p>Know the animals from savannah regions</p> <p>Know the animals from rainforest / jungle regions</p> <p>Know the animals we consider pets and farm animals</p> <p>Know that animals have particular adaptations to help them survive in their environment</p> <p>Know that animals have different skin/ coverings for climate or camouflage</p> <p>Know that some animals are herbivores, carnivores or omnivores.</p> <p>Know some of the pets in our families and our friends families</p> <p>Know what our pets need</p> <p>Know that some animals are nocturnal and what this means</p> <p>Know about the animals in the story of Chinese new year</p>	<p>Younger Nursery</p> <p>Sort by shape and colour</p> <p>Build with different shapes</p> <p>Begin to describe some properties of objects– round, flat, pointed</p> <p>Begin to recognise and match patterns- stripes, dots</p> <p>Nursery</p> <p>Create patterns from shapes and colours</p> <p>Continue simple patterns</p> <p>Name some 2d shapes</p> <p>Recognise and describe some shapes in the environment</p> <p>Recognise some properties of 2d shapes</p> <p>Combine shapes to create pictures and models</p> <p>1 more 1 less within 3</p> <p>Combining 2 small amounts eg 1+2 to begin conceptual subitising</p> <p>Reception</p> <p>Recognise and name 2 d shapes</p> <p>Sort and match shapes by properties</p> <p>Act out, read and understand real maths stories for addition and subtraction using cups and other unitary objects</p> <p>Use words and actions for + and -</p> <p>Know what + – = symbols mean</p> <p>1 more and 1 less of 1 digit numbers</p> <p>Write numerals 1-8</p> <p>Recognise 1-8 on ten frame</p> <p>Make and continue patterns</p> <p>Sequence numerals 0-10</p>	<p>Younger Nursery</p> <p>Body percussion</p> <p>Singing</p> <p>Mark making using different tools</p> <p>Nursery</p> <p>Begin RWI sound lessons</p> <p>Begin to form some letters</p> <p>Continue name writing</p> <p>Reception</p> <p>Secure use of all set 1 sounds for reading and spelling</p> <p>Begin Red ditty books</p>	<p>Cusp</p> <p>Billy and the beast</p> <p>Dear zoo</p> <p>Oi frog</p> <p>PofR</p> <p>Our very own dog</p> <p>Owl babies</p> <p>Tank tanks skunk</p> <p>Write stuff</p> <p>We're going on a bear hunt</p> <p>Penguins</p> <p>Rosie's walk</p> <p>Topic books</p> <p>Slowly slowly said the sloth</p> <p>We're going on a tiger hunt</p> <p>Polar bear polar bear</p> <p>Chinese new year story</p> <p>How many legs?</p>
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<p>Spring 2</p> <p>5 weeks 4 days</p> <p>19/2/24 to 28/3/24</p> <p>Vehicles</p> <p>Forest School</p> <p>Easter</p> <p>Phunky Foods Food Waste</p>	<p>Prepare and ask questions about vehicles</p> <p>Share their own experiences of vehicles using sentences that others can understand</p> <p>Name different vehicles</p> <p>Name parts of vehicles</p> <p>Use pencils and other drawing equipment to draw effectively</p> <p>To use lines to enclose space to draw vehicle representations</p> <p>To select and combine junk materials to create a vehicle and garages/ station/ ports</p> <p>To create observational drawings</p> <p>To create a role play area</p> <p>To help maintain a vehicle / bike/ scooter</p> <p>To use different media to imagine their vehicle of the future</p> <p>Make a moving vehicle</p> <p>Make a boat that floats</p> <p>Describe where different transport could take us/ have taken us to different parts of the world</p> <p>Use materials to make a boat that is waterproof and floats</p> <p>Negotiate space successfully</p> <p>Balance to ride a bike / scooter</p> <p>Vocab</p> <p>Vehicle, transport, past, present, future, mechanic, gear, service, brakes, aviation, motor, rail, fuel, engine, force, propel</p>	<p>Differentiate and categorise different types/ modes of transport</p> <p>Identify different types of vehicles</p> <p>Recognise the vehicles they have in their families</p> <p>Share the vehicles they have used</p> <p>Know how transport has changed over time</p> <p>Know how people travelled in the past</p> <p>Engage in meaningful conversations with peers and unfamiliar people</p> <p>Which transport would we use to travel to different places</p> <p>Know how a car moves</p> <p>How does a boat stay afloat</p> <p>Look at maps of the world</p> <p>Decide which transport would we use to travel to different places</p> <p>Recognise where our food comes from and how it is transported</p> <p>Begin to explore floating and sinking</p> <p>Know how to ride bikes and scooters</p>	<p>Younger Nursery</p> <p>Begin to subitise 123</p> <p>Begin to make groups of 123</p> <p>Nursery</p> <p>1:1 counting to 5</p> <p>Make groups of 1 2 3 4 5</p> <p>Match numerals to groups of different size 1-5</p> <p>Begin to make marks to represent numerals and amounts</p> <p>Perceptually and conceptually subitise to 5</p> <p>Introduce weight and height</p> <p>Reception</p> <p>Write numerals 0-9</p> <p>Sequence 0-10</p> <p>Order objects using 1st 2nd and 3rd etc</p> <p>Act out real stories for + and –</p> <p>Copy and follow maths stories for + and –</p> <p>Match pairs of numbers to objects</p> <p>Recognise 1-10 on ten frame</p> <p>Compare heights using vocab</p> <p>Order heights</p> <p>Use scales to weigh and use vocab of weight</p> <p>Begin to share and group objects using part whole and unitising</p>	<p>Younger Nursery</p> <p>Begin to write over name</p> <p>Vocal sounds</p> <p>Continue with mark making using variety of tools</p> <p>Nursery</p> <p>Continue RWI set 1 sounds</p> <p>Continue name writing</p> <p>Reception</p> <p>Begin to learn set 2 sounds</p> <p>Begin to read green books</p> <p>Begin to write some short sentences</p>	<p>Cusp PofR</p> <p>Naughty bus</p> <p>The train ride</p> <p>Write stuff</p> <p>All aboard the London bus</p> <p>Topic books</p> <p>Dig dig digging</p> <p>Journey</p> <p>Hundred decker bus</p> <p>Don't let the pigeon drive the bus</p> <p>activity packs.</p> <p>Global trade lesson plans .</p> <p>Lesson plans for transport and logistics .</p> <p>London Transport Musuem resources</p> <p>Coventry Transport Museum. Junior</p> <p>Travel Ambassadors</p> <p>transport safety</p> <p>Stem.org's transport topic packs</p>
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<p>Summer 1</p> <p>5 weeks 4 days</p> <p>16/4/24 to 24/5/24</p> <p>Dinosaurs</p> <p>Phunky Foods Terrific Teeth</p>	<p>To explain ideas and explore links between information</p> <p>Choose tools and materials for modelling</p> <p>Express individual ideas effectively</p> <p>Listen to and respond to others ideas</p> <p>Use new vocabulary to describe feature, characteristics and habitats</p> <p>Create habitats</p> <p>Measure , compare and order length, height, weight</p> <p>Work collaboratively to create artwork</p> <p>Create props for role play</p> <p>Take on a role in role play</p> <p>Create a narrative for role play using small world figures</p> <p>Respect others views and choices</p> <p>Represent different dinosaurs through movement, holding shapes and speed size of movement</p> <p>Use senses to describe and try some new fruit and veg to try</p> <p>Express likes and dislikes</p> <p>Vocab Dinosaur, extinct, herbivore, carnivore, scales, fossil, prehistoric, vitamins, length, hight, weight, habitats</p>	<p>Compare and contrast the past to today</p> <p>Know that dinosaurs lived before humans</p> <p>Know that dinosaurs are extinct</p> <p>Know that there are many different types of dinosaurs</p> <p>Know that physical appearance related to diet</p> <p>Compare physical traits of dinosaurs with some animals / pets</p> <p>Know that dinosaurs lived in different locations and habitats</p> <p>Know that information from different types of media</p> <p>Use our bodies to move in different ways</p> <p>Know how to move on different parts of our body</p> <p>Know how to control our bodies – speed and size</p> <p>Know that our bodies need a variety of fruit and veg</p> <p>Know that fruit and veg provide vitamins</p>	<p>Younger Nursery</p> <p>Respond and follow positional language</p> <p>Use positional language</p> <p>Use language related to weight</p> <p>Nursery</p> <p>2d shapes pictures and patterns</p> <p>Comparing weight using language of heavier lighter</p> <p>Positional language up down</p> <p>1 more 1 less within 5</p> <p>Reception</p> <p>Recognise and say ½</p> <p>Act out and copy real life + and – stories with 1 digit and ½</p> <p>Show 2x ½ make a whole</p> <p>Write ½</p> <p>Count and match pennies to 10p</p> <p>Id and name 2d shapes</p> <p>Sort 2 d shapes by tessellation and no tessellation</p> <p>1 more than numbers to 20 to introduce teen numbers</p> <p>Order items by weight</p> <p>Use positional language</p>	<p>Younger Nursery</p> <p>Mark making with more control and purpose</p> <p>Rhythm and rhyme</p> <p>Alliteration</p> <p>Intro some sounds linked to names</p> <p>Nursery</p> <p>Continue set 1</p> <p>RWI sounds</p> <p>Continue to practise writing name with / without guide</p> <p>Begin to read some CVC words</p> <p>matching word to picture</p> <p>Reception</p> <p>Continue to learn set 2 sounds and read green books</p> <p>Begin to write independent short sentences , cations and labels</p>	<p>Cusp</p> <p>PofR</p> <p>Write stuff</p> <p>Topic books</p> <p>Lifesize</p> <p>My small world dinosaur</p> <p>How to spot a dinosaur</p> <p>A boy wants a dinosaur</p> <p>Zoom dinosaur adventure</p> <p>How the dinosaur got to the museum</p> <p>https://schoolreadinglist.co.uk/books-for-topics/dinosaurs-2/</p>
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<p>Summer 2</p> <p>7 weeks</p> <p>3/6/24 to 19/7/24</p> <p>Castles and knights princesses</p> <p>Forest school</p> <p>Phunky food Drain Your drinks</p>	<p>Talk about stories we already know with dragons in them</p> <p>Talk about what we already know about dragons</p> <p>Label parts of a castle</p> <p>Make models using junk to create their own versions of castles</p> <p>Talk about who might have lived in castles</p> <p>Scavenger hunt around a castle finding particular points</p> <p>Talk about royals they know</p> <p>Recognise royals from today and the differences between now and the past</p> <p>Create a menu for a royal feast</p> <p>Write invitations for a royal feast</p> <p>Can they think of any fairy tales with kings/ queens/ princesses?</p> <p>Have they noticed how fairy tales start?</p> <p>Can they create their own fairy tales – use helicopter stories. They tell, I scribe they act out. Reception children write their own stories – think say write read</p>	<p>Know that dragons in stories are mythical.</p> <p>Know there are real animals (lizards) called dragons</p> <p>Know that dragons come from eggs</p> <p>Know that castles have always been homes for rich people</p> <p>Know what being rich / royal means</p> <p>Know that castles were built long ago</p> <p>Know why castles are different from homes</p> <p>Know parts of a castle</p> <p>Know what makes a princess, prince, king or queen</p> <p>Know who our king is</p> <p>Know that kings and queens change- use pictures from long ago and see differences</p> <p>Know what a knight is</p> <p>Know what it means to be brave</p> <p>Look at features of a castle.</p> <p>Who is our queen? Why is she important? What does she do?</p> <p>If we could meet the queen, what would we ask her?</p> <p>Know that lots of fairytales include princesses</p> <p>Recall some of their favourite stories with princesses and princes as the main characters</p>	<p>Younger Nursery</p> <p>Now and next</p> <p>Day and night</p> <p>Money – sorting coins</p> <p>Nursery</p> <p>Day night</p> <p>Clock face</p> <p>Money – sort by colour and shape</p> <p>Reception</p> <p>Recognise and say ¼</p> <p>Copy ¼ and ½ accurately</p> <p>Time vocab of hour minute o'clock</p> <p>So=peed as fast and slow</p> <p>Measure 1 or 5 minutes</p> <p>1 more or less than numbers to 20</p> <p>Count beyond 20 to 99</p> <p>Collect data for block graphs</p> <p>Read information on block graphs</p> <p>Id 2d shapes and numbers in real contexts- clocks, tel numbers</p> <p>Use positional language to describe routes</p>	<p>Younger Nursery</p> <p>Voice sounds</p> <p>Oral blending and segmenting</p> <p>Nursery</p> <p>Continue RWI set 1 sounds</p> <p>Read cvc words</p> <p>Reception</p> <p>Secure use of set 2 sounds for reading and writing.</p> <p>Read green books</p> <p>Begin to write independent short sentences , cations and labels</p>	<p>Cusp</p> <p>PofR</p> <p>Write stuff</p> <p>Topic books</p> <p>The castle the king built</p> <p>Paper bag princess</p> <p>Look inside a castle</p> <p>Zog</p> <p>Princess Smarty pants</p> <p>Where is the dragon</p>
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