

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CL Listening and attention.	Settling in activities. Making friends. Share and listen to other talking about family. Show an interest in the lives of other people. Follow instructions (settling in, putting my things away.) Listen to stories as part of a group.	Understand how to listen carefully and why listening is important. Listening and responding to stories. Following instructions. Take part in discussion. Share books that will develop vocabulary. Join in songs and rhymes.	Ask how and why questions. Remember key points from a story. Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding.	Ask how and why questions. Reciting poems and songs. Listen to and engage in and talks about selected non-fiction texts.	Ask how and why questions. Reciting poems and songs. Listen to and engage in and talks about selected fiction and non-fiction texts. Make comments about their ideas and opinions.	Ask how and why questions Recite, poems and songs. Talk about similarities and differences between things in the past and now. Talk about the experiences I have had at different points in the school year.
CL Speaking	Use modelled talk routines through the day. For example, arriving in school: "Good morning, how are you?") Talk about Owl diaries. Start telling helicopter Stories and act out. Role play invite use of speech. Simple rhymes and tongue twisters. Story time discussion.	Small group games with adult. Articulate ideas and thoughts into well-formed sentences. Ask questions to find out more in: Helicopter Stories. Role play. Rhymes and tongue twisters. Story time.	Articulate ideas and thoughts into well-formed sentences. Ask questions to find out more: Discussion pictures. Helicopter Stories. Role play. Rhymes and tongue twisters. Story time. Retell events.	Articulate ideas and thoughts into well-formed sentences. Ask questions to find out more: Discussion pictures. Helicopter Stories. Role play. Rhymes and tongue twisters. Story time. Retell events.	Whole class discussions. Ask questions why. Explain thoughts/ opinions.  Articulate ideas and thoughts into well-formed sentences. Ask questions to find out more: Discussion pictures. Helicopter Stories. Role play. Poems and rhymes. Story time. Retell events.	Whole class discussions. Ask questions why. Explain thoughts/ opinions.  Articulate ideas and thoughts into well-formed sentences. Ask questions to find out more: Discussion pictures. Helicopter Stories. Role play. Poems and rhymes. Story time. Retell events.
P&SD self-regulation	Introduce Unicef rights respecting class charter. Behavioural expectations in the class/boundaries set. What are feelings (Happy, sad, nervous, angry)?	What are feelings? (upset, excited, surprised, yelling.) Talk about feelings. What can I achieve? How can I ask for help? What is smart sitting?	What are feelings? (hurt, calm, confused, aggressive) What it means to be respectful and to be treated with respect. What can I achieve?	What are feelings? (tired, proud, silly, mad) How am I feeling? How are my friends feeling? What do I want? Identify strengths.	How am I feeling? How are my friends feeling? What do my friends want? Explain strengths.	I can wait for my needs to be met. Explain own strengths and those of others. Transition into Year 1 preparation. How am I feeling? How are my friends feeling?
P&SD Managing self	Try new things. Handwashing. Independent toileting. How can I ask for help?	Try new things. Putting own socks and shoes on. Staying healthy – exercise. What are my rights?	Try different areas of the classroom. Putting on waterproof clothing. What are my rights?	Try different areas of the classroom or activities. Staying healthy - eating. What is right and wrong?	Importance of exercise and healthy eating. Tooth brushing/ oral health. Keep on trying even when finding something difficult.	Show resilience and perseverance when things are difficult. Screen time. Transition into Year 1.

					What do I do that is right or wrong?	
P&SD Building Relationships	Play with one or more children cooperatively. Start to talk about the way I feel. Express and identify own feelings.	Play with a small group of children, sharing ideas. What is a friend? Start to talk about the way I feel. Express and identify own feelings.	Use words to help solve conflicts with others. Working with others listening and sharing ideas. How to express my needs? Identify how others feel.	Use words to help solve conflicts with others. Work well with others listening and sharing ideas. How to express my needs? Identify how others feel.	Group challenges. Play with others, take turns and share. Share own needs. Be sensitive to the needs of others.	Group challenges. Play with others, take turns and share. Share own needs. Be sensitive to the needs of others.
PD Gross Motor Skills	Trikes, cars. Different ways of moving. Negotiate space. Travelling with confidence. Making gross motor movements.	Trikes, cars. Using different sized balls. Draw lines and circles using gross motor movements. Climbing.	Trikes, cars, scooters. Move energetically. Copy basic actions. Move to music. Negotiate space/ obstacles. Perform teacher led warm ups. Ball skills: throwing, catching, kicking.	Trikes, cars, scooters. Ball skills: throwing, catching, kicking. Balance. Core muscle strength. Jumping and landing. Awareness of space.	Trikes, cars, scooters, bikes. Use a racket. Different ways of moving.	Trikes, cars, scooters, bikes. Running skills. Agility. Sports day.
PD Fine Motor Skills	Playdough. Fine motor activities. Hold pencil/paint brush beyond whole hand grasp. Manipulate small objects.	Cutting Playdough. Fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Hold small items. Zips	Weaving. Cutting Playdough. Fine motor activities. Begin to form letters correctly when show. Handle tools. Button clothing. Draw, write or copy.	Threading Weaving Cutting Playdough. Fine motor activities. Hold pencil effectively with comfortable grip. Form recognizable letters most correctly formed.	Fine motor activities. Develop pencil grip and letter formation. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle.	Fine motor activities. Form letters correctly. Cut a shape out using scissors. Colour inside the lines of a picture. Drawing. Build things with smaller linking blocks, such as Lego.
L Comprehension	Show a preference for a book, song or rhyme.	Talk about events and characters in a story read to me.  Join in with rhymes and stories.  Fill in missing words from well-known rhymes.	I can show interest and answer simple questions about the text.  Use words that I know to check my reading makes sense.	Demonstrate understanding when talking about what I have read.  Repeat words or phrases to check my reading.	Begin to notice if reading makes sense and looks right. Think about what they already know to help them with their reading. Say rhymes by heart. Sometimes notice errors. Know that illustrations can help me make sense of my reading.	Demonstrate understanding of what has been read to them by retelling stories and narratives using my own words and recently introduced vocabulary. Use and understand recently introduced vocabulary.
L Word reading	Handle books correctly and follow print left to right, top to bottom. Hear initial sounds.	Link most sounds to letters.	Locate and recall the title. Read with 1-1 correspondence. Read some red words.	Read and understand simple sentences. Use phonic knowledge to read and decode regular words.	Read green words (decodable and tricky.) Say a sound for each letter in the alphabet and at least 10 digraphs.	Re-read books showing increased accuracy and fluency.

	Segment and blend words orally. Recognise words that rhyme.	Beginning to blend and segment in order to read vc and cvc words.  Beginning to match spoken word to written word.  Read some red words.	Link all sounds to letters. Solve simple words by blending sounds. Check what read makes sense and sounds right.	Read all red words. Read some green words.	Read words consistent with my phonic knowledge by sound blending.	
L Writing	Dominant hand. Developing grip. Mark making and giving meaning to marks. Name writing Writing initial sounds. Labels. Writing for a purpose in role play.	Name writing. Labelling. Talk for writing block, story scribing. Retelling stories. Writing tricky words Writing CVC words, Labels using CVC, CVCC, CCVC words. Card writing.	Rhyming. Writing words/ sentences. Writing captions Writing recipes, lists.	Writing captions and labels. Writing simple sentences. Acrostic poems.	Writing for a purpose in role play using phonetically plausible attempts at words. Beginning to use finger spaces. Form lower-case and capital letters correctly. Recount – A trip Creating own story maps. Writing short sentences to accompany story maps	Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
Maths	See White Rose Maths Long Term Plan					
UTW Past and Present	Identifying their family and comment on their family. Describe people who are familiar to them. Show interest in the lives of other people who are familiar to them.	Discuss own life events. Discuss own family and people in community. What is past? Pictures from the past.	Consider change over time-books. Calendar.	Discuss oldest people They know and difference. Jobs people do.	Compare long ago - Compare and contrast past and present.	Roles on society. Figures from the past.
UTW People, Culture and Communities	Name and describe people who are familiar to them. Show an interest in different occupations and ways of life. Where is home?	Recognise that people have different beliefs and celebrate special times in different ways. Use senses. Explore natural world.	Recognising that people have different beliefs respecting difference. Talk about lives of people around us and in other communities. Talk about experiences at different points in the year. Describe special events.	Simple maps. Special places Talk about significant events in own experience.	Map reading- simple skills. Our school environment. Recognise and describe special times or events for family or friends.	Our society and cultures. Other countries and cultures.

UTW The Natural World	Talk about things observed such as animals. Show care for living things. Seasons.	Talk about why things happen around them. Ask questions about aspects of my familiar world. What is a force? Start to develop an understanding of growth, decay and changes over time. Seasons.	Planting Lamb cam – real life experience. Explore local community. Seasons.	Explore a different environment. Google Earth: how are they similar/different? Seasons.	Show care and concern for living things in the environment. Talk about some of the things I have observed such as plants, animals, natural and found objects. Observational drawings/ recordings. Seasons.	Share non-fiction texts that offer an insight into contrasting environments. Talk about ways in which they can look after the environment. Seasons.
EA&D Creating with Materials	Experiment with mixing colours. Junk modelling. Using natural objects to make objects. Produce a piece of artwork using an artist's style as a stimulus. Draw a self-portrait.	Use different textures and materials.  Christmas decorations, Christmas cards.  Techniques for joining materials. Produce a piece of artwork using an artist's style as a stimulus. Kandinsky	Explore how colour can be changed.  I can recognise, create and describe pattern.	Make different textures.  Make patterns using different colours.  Combine media to make a collage.	Collage. Junk modelling. Create collaboratively: Use various construction materials.	Shading by adding black or white. Making models from recycled materials. Using clay.
EA&D Being Imaginative and Expressive	Helicopter stories. Engaging role play areas. House role play. Join in with songs. Build stories around toys (small world) use props. Build models using construction equipment. Exploring sounds.	Helicopter stories. Engaging role play areas. House role play. Listen to music and make their own dances in response.  Retell, invent and adapt stories.  Role Play of the Christmas Performance. Learning songs.	Helicopter stories. Engaging role play areas. House role play. Musical instruments. Compose music.	Helicopter stories. Engaging role play areas. House role play.	Helicopter stories. Engaging role play areas. House role play.	Helicopter stories. Engaging role play areas. House role play. Use of costumes from events or cultures. Learn a traditional song and dance and perform.
Key Events	Halloween	Diwali Christmas	New Year Chinese New year. Safer internet day.	Easter Earth Day Mother's Day		Father's Day Sports day