



# Long Term Planning – Seals (Year R)



## Local Memories, Broadening Horizons

	<b>Autumn 1 - All About Me</b>	<b>Autumn 2 - Celebrations</b>	<b>Spring 1 - Traditional Tales</b>	<b>Spring 2 - Come Outside!</b>	<b>Summer 1 - Ticket to Ride</b>	<b>Summer 2 - Fun at the Seaside</b>
<b>Literacy</b>	The Colour Monster Ravi's Roar From Head to Toe Once there were giants Pete the Cat Owl Babies Super Duper You Perfectly Norman I Like Me Peepo	Aliens love Panta Claus The Polar Express The Scarecrows Wedding When Willy went to a Wedding Kippers Birthday Dipals Diwali Mog's Christmas The Christmas Story Rama and Sita Dear Santa Stick Man Christmas Story	The Gingerbread Man The Three Little Pigs/The True Story of the Three Little Pigs The Three Billy Goats Gruff Goldilocks and The Three Bears The Little Red Hen Mr Wolf's Pancakes	The Very Hungry Caterpillar The Very Busy Spider  The Tiny Seed Oliver's Vegetables Jack and The Beanstalk Jasper's Beanstalk Arlo, the lion who couldn't sleep Augustus and his smile Dear Zoo	Mr Gumpy's Outing Oi! Get off our train Duck in the Truck The Way Back Home Snail and the whale Lost and found Farmer Dale's Red Pickup Truck (Ivan) Machine Poems	The Lighthouse Keepers Lunch The Storm Whale Sally and the Limpet What the Ladybird Heard at the Seaside Big Blue Whale Seaside Poems
<b>Maths</b>	Baseline Match, sort and compare Talk about measure and patterns	It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8	Length, height and time, Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualize, build and map Make connections



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**UTW**

Can talk about what they do with their family and places they have been with their family.

Can draw similarities and make comparisons between other families.

Name and describe people who are familiar to them.

Talk about members of their immediate family and community.

Navigating around our classroom and outdoor areas.

Show photos of how Christmas used to be celebrated in the past.

Nativity practice/performance

Draw a map to your house for Father Christmas to follow on Christmas Eve.

Discussion about Christmas, why do we celebrate it? How do you celebrate?

Diwali - food tasting, diva lamps, Rangoli patterns, Rama and Sita

Winter walk: Having a look at the environment, feeling the ground, what has happened to the leaves on the trees etc..

Christmas traditions

Share different cultures versions of famous fairy tales.

To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.

Stranger danger (based on Jack and the beanstalk).

Talking about occupations and how to identify strangers that can help them when they are in need.

Compare animals from a jungle to those on a farm.

Nocturnal Animals

Making sense of different environments

Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.

Create opportunities to discuss how we care for the natural world around us.

Can children make comments on the weather, culture, clothing, housing

Change in living things - Changes in

Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.

Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.

Can children differentiate between land and water.

Take children to places of worship and places of local importance to the community.

Can children talk about their homes and what there is to do near their

To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.

Learn about what a paleontologist is and how they explore really old artefacts.

Introduce Mary Anning as the first female to find a fossil.

Materials: Floating/ Sinking - boat building Metallic/ non-metallic objects

Seasides long ago - Magic Grandad

Transport long ago - How time has changed.

Share non-fiction texts that offer an insight into contrasting



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		<p>- tree, feast, crackers, carols</p>		<p>the leaves, weather, seasons,</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Provide opportunities for children to note and record the weather.</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>homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p>	<p>environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
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				Look for children incorporating their understanding of the seasons and weather in their play.  Use the BeeBots		
<b>PSED</b>	New Beginnings See themselves as a valuable individual.  Being me in my world  Class Rules and Routines  Supporting children to build relationships  Dreams and Goals	Getting on and falling out.  How to deal with anger  Emotions  Self - Confidence  Build constructive and respectful relationships.  Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally  Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets  Looking After our Planet  Give children strategies for staying calm in the face of frustration.  Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals  Show resilience and perseverance in the face of challenge.  Discuss why we take turns, wait politely, tidy up after ourselves and so on.  Taking part in sports day - Winning and losing	Changing me Look how far I've come!  Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.



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## EAD

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.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Self-portraits

Junk modelling; take picture of children's creations and record them explaining what they did.

Exploring sounds and how they can be changed, tapping out of simple rhythms.

Provide

Listen to music and make their own dances in response.

Firework pictures

Diva lamps

Christmas songs/poems

Create Rangoli patterns using a variety of media

Provide different instruments, such as jingle bells and rain sticks, for the children to play along to Christmas music with.

Make Christmas card, decoration, reindeer food and calendar

Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats

Castle models

The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.

Make different textures; make patterns using different colours

Children will explore ways to protect the growing of plants by designing scarecrows.

Rousseau's Tiger/ animal prints/ designing homes for hibernating animals.

Collage animals/ symmetrical patterns (animal prints)

Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.

Life cycles -

Design and make objects they may need in space, thinking about form and function.

Learn a traditional African song and dance and perform it.

Junk modelling; houses, bridges, boats and transport.

Exploration of other countries – dressing up in different costumes.

Retelling familiar stories

Creating outer of space pictures

Provide children with a range of materials for children to construct with

Sand pictures

Lighthouse designs

Paper plate jellyfish

Puppet shows: Provide a wide range of props for play which encourage imagination.

Salt dough fossils

Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.

Colour mixing - underwater pictures.



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	opportunities to work together to develop and realise creative ideas.			flowers		
<b>PD</b>  <b>Fine motor</b>	<p>Activities; threading, cutting, weaving, playdough.</p> <p>Manipulate objects</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp pencil grip</p>	<p>Activities; threading, cutting, weaving, playdough.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation</p>	<p>Activities; threading, cutting, weaving, playdough.</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Activities; threading, cutting, weaving, playdough.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Activities; threading, cutting, weaving, playdough.</p> <p>Develop pencil grip and letter formation continually 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 / Draw a cross</p>	<p>Activities; threading, cutting, weaving, playdough.</p> <p>Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>



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<b>Gross motor</b>	Get Set  Introduction to PE: Unit 1  Introduction to PE: Unit 2	Get Set  Fundamentals: Unit 1  Gymnastics: Unit 1	Get Set  Dance: Unit 1  Fundamentals: Unit 2	Get Set  Ball Skills: Unit 1  Games: Unit 1	Sports Day Skills	Get Set  Ball Skills: Unit 2  Games: Unit 2
<b>C+L</b>	<b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me Mood Monsters Shared stories Model talk routines through the day. For example, arriving at school: “Good morning, how are you?”	<b>Tell me a story!</b> Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day. Choose books that will develop their vocabulary.	<b>Tell me why!</b> Using language well Ask how and why questions. Retell a story with story language Story invention Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	<b>Talk it through!</b> Describe events in detail - time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	<b>What happened?</b> Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<b>Time to share!</b> Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
<b>Woodland</b>	Rules for wellies and class routine	This is Autumn -	Make a shelter	Sight - scavenger hunt with colours	Natural painting - collect, crush,	Nest building



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	Decide on class Woodland agreements	What do you know? What signs of this season can you spot?	Natural Art with frames	Hearing - Sound map	mix and paint, grass, leaves, berries. Make a paintbrush from sticks and leaves. Link to colour mixing	Create a critter with clay and sticks
	Discuss risks Which areas do we have in the Woodland Area? E.g. digging, bug hotel/logs  This is me! Self-portrait using natural objects collected.  What lives and grows at our Woodland site?  Follow the leader - explore, identify and name key plants/creatures seen.  Plant identification: bark and leaf rubbings, collection pots, observational drawing, count and compare, name/label	Sit spot - how has the Woodland area changed? What do you notice?  Sit spot (I notice...) linked to change.  Vegetation - what types of trees are there?  Leaf bunting - collect leaves, make a hole in the leaf and thread onto string. Could work in teams.  Woodland musical - using natural objects & body persuasion to explore sounds, tempo etc. Add man made. Class orchestra (music)  Natural	Bird hunt/make bird feeders  Stick/wool wands  Make a woodland animal from clay  Make a home for your woodland animal	Smell-woodland perfume  Spring spotter  Flower hammering	Read 'it's not a stick'  Play the game 'it's not a stick...'  Tree Faces  Locational and directional language  Stone painting & Stone Piles	Nature crown  Butterfly nature craft  Compass directions  Making maps from natural materials  Special Places





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	Seasonal changes, what do you notice, what has changed	decorations, e.g. pine cone tree decorations stick trees, natural wreaths (for classroom door) etc				
<b>Links to: Local Memories, Broadening Horizons</b>	Invite families to Seal Class Pensthorpe Holkham Park	Christmas Magic @ Holkham Burnham Market Church Nativity performance Wells Maltings Christmas show Remembrance Day Fakenham Church Christmas Tree Festival	Norwich puppet theatre  People from the local community to come in and read to the class	Snettisham Park Farm Vet visit to school	Wash Monster @ Old Hunstanton Aeroplane experience Emergency vehicle visit to school	Beach trip Summer Party Water fun RNLI visit school