



# Long Term Planning

## Anchored in the community; a place to belong a world to explore

<b>Key:</b> Reception Year 1 Reception/Year 1	<b>Autumn 1</b> <b>Marvellous Me!</b>	<b>Autumn 2</b> <b>Fire and Light!</b>	<b>Spring 1</b> <b>Amazing Animals!</b>	<b>Spring 2</b> <b>People Who Help Us!</b>	<b>Summer 1</b> <b>Beetles, Bugs and Butterflies!</b>	<b>Summer 2</b> <b>Seaside Adventures!</b>
<b>English</b>	<p><u>Reception</u></p> <p>Using a pencil with the tripod grip            Mark Making            Getting ready to become writers            Learning to write my name            Engaging with stories</p> <p><u>Year 1: Ruby's Worry</u></p> <p><i>Writing Outcome:</i>            Worry Sentences</p> <p><i>Writing Purpose:</i>            To correctly write a sentence and begin to use capital letters, finger spaces and</p>	<p><u>Reception</u></p> <p>Practising consistent tripod grip            Beginning to form letters            Writing single sounds            Engaging with stories            Spell words by identifying sounds in them</p> <p><u>Year 1: Star in The Jar</u></p> <p><i>Writing Outcome 1:</i>            Finding Story Sentences</p> <p><i>Writing Purpose 1:</i>            Retell the story and write sentences</p>	<p><u>Reception</u></p> <p>Practising consistent tripod grip            Continuing to form letters            Writing simple CVC/CVCC words            Engaging with stories            Spell words by identifying sounds in them</p> <p><u>Year 1: Saving Mr Hoot/Dear Zoo</u></p> <p><i>Writing Outcome 1:</i>            Environment story sentences</p> <p><i>Writing Purpose 1:</i>            Retell the environment story</p>	<p><u>Reception</u></p> <p>Practising consistent tripod grip            Forming letters correctly            Writing CVC/CVCC/CCVC words            Writing simple phrases            Engaging with stories            Spell words by identifying sounds in them</p> <p><u>Year 1: Life Savers</u></p> <p><i>Writing Outcome 1:</i>            Factfile sentences</p> <p><i>Writing Purpose: 1</i>            To write</p>	<p><u>Reception</u></p> <p>Practising consistent tripod grip            Forming letters correctly            Writing CVC/CVCC/CCVC words            Writing simple phrases and sentences            Sequencing and ordering events            Engaging with stories            Spell words by identifying sounds in them</p> <p><u>Year 1: The Extraordinary Gardener</u></p>	<p><u>Reception</u></p> <p>Practising consistent tripod grip            Continuing to form letters            Writing simple phrases and sentences            Sequencing and ordering events            Engaging with stories            Spell words by identifying sounds in them</p> <p><u>Year 1: The Big Book of the Blue/The Storm Whale</u></p>



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	<p>full stops correctly.</p> <p>Year 1: Components of a sentence- Finger spaces, capital letters, full stops</p>	<p><i>Writing Outcome 2:</i> Poster Sentences</p> <p><i>Writing Purpose 2:</i> To write information and description sentences</p>	<p>and write sentences</p> <p>Writing Outcome 2: Dear Zoo Class Book Page</p> <p>Writing Purpose 2: To retell and write information sentences</p>	<p>information and description sentences</p> <p>Writing outcome 2: Diary entry sentences</p> <p>Writing Purpose 2: To write in a biographical style</p>	<p><i>Writing Outcome 1:</i> How to grow a garden plan/vegetable</p> <p><i>Writing Purpose 1:</i> To instruct</p> <p><i>Writing Outcome 2:</i> A transformational story</p> <p><i>Writing Purpose 2:</i> To retell</p>	<p><i>Writing Outcome 1:</i> <i>Sea creature poems</i></p> <p><i>Writing Purpose 1:</i> To write description sentences</p> <p>Writing Outcome 2: To create an infographic</p> <p>Writing Purpose 2: To inform and entertain</p>
<p>Phonics and Reading</p>	<p><u>Reception</u></p> <p>Begin to learn individual sounds- set 1 sound and. Read individual letters by saying sounds for them</p> <p><u>Year 1</u></p> <p>Read books that are of their phonic ability</p> <p>Continue the RWI program and accessing</p>	<p><u>Reception</u></p> <p>continue to learn individual sounds- set 1 sound and. Read individual letters by saying sounds for them</p> <p><u>Year 1</u></p> <p>Read books that are of their phonic ability</p> <p>Continue the RWI program and accessing</p>	<p><u>Reception/Year 1</u></p> <p>Continue to learn sounds suitable for their phonetic level by accessing RWI streamed phonics grouping</p> <p><u>Reception:</u></p> <p>Blend sounds into words Read some letter groups that represent one sound (special friends)</p>	<p><u>Reception/Year 1</u></p> <p>Continue to learn sounds suitable for their phonetic level by accessing RWI streamed phonics grouping</p> <p><u>Reception:</u></p> <p>Blend sounds into words Read some letter groups that represent one sound (special friends)</p>	<p><u>Reception/Year 1</u></p> <p>Continue to learn sounds suitable for their phonetic level by accessing RWI streamed phonics grouping</p> <p><u>Reception:</u></p> <p>Blend sounds into words Read some letter groups that represent one sound (special friends)</p>	<p><u>Reception/Year 1</u></p> <p>Continue to learn sounds suitable for their phonetic level by accessing RWI streamed phonics grouping</p> <p>Blend sounds into words Read some letter groups that represent one sound (special friends) Learn and recognise common exception words</p>



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	streamed phonics groups	streamed phonics groups	Learn and recognise common exception words matched to the RWI program	Learn and recognise common exception words matched to the RWI program	Learn and recognise common exception words matched to the RWI program	matched to the RWI program
<b>Communication and Language</b>	<p><u>Reception:</u></p> <p>Begin to participate in 1:1 and small group discussions Sitting and focusing during carpet time Learning new vocabulary Listening and responding to stories Developing social phrases Describing events Learning rhymes, poems and songs Understand how to listen and why listening is important</p>	<p><u>Reception:</u></p> <p>participate in 1:1 and small group discussions Continue to engage in story times Continue to learn rhymes/poems and songs Talk about stories to build familiarity Describe events in some detail Asking and answering questions</p>	<p><u>Reception:</u></p> <p>Learn new vocabulary Small group discussions Ask questions about what they see/hear/feel Discussing key events in a story Maintaining attention during activities Engaging in different book types Considering the listener Conversation starters</p>	<p><u>Reception:</u></p> <p>Learn new vocabulary Small group discussions Using present tense Key events in a story Using connectives to join ideas Linking story to experiences</p>	<p><u>Reception:</u></p> <p>Learn new vocabulary Asking questions Whole class discussions Describing events Linking experiences Articulating thoughts Reasoning and explaining</p>	<p><u>Reception:</u></p> <p>Learn new vocabulary Sequence stories/real life events Whole class discussions Using future tense Listen and respond to conversation Make comments Articulate thoughts Use conjunctions</p>
<b>Maths</b>	<u>Reception</u>	<u>Reception</u>	<p><u>Reception</u></p> <p>Counting beyond 20 to 50</p>	<p><u>Reception</u></p> <p>Counting beyond 20 to 50</p>	<p><u>Reception</u></p> <p>Counting to 100</p>	<p><u>Reception</u></p> <p>Counting to 100</p>



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	<p><i>(Reception Baseline Assessment)</i></p> <p>Exploring numbers 0-5 Finger patterns to 5 Relative position Measures- capacity Pattern- linear patterns 1 to 1 correspondence Perceptual Subitising More and fewer</p> <p><u>Year 1</u></p> <p>Place value within 10 Sorting and finding objects Addition and Subtraction within 10</p>	<p>Counting backwards and forwards to 20</p> <p>Explore numbers 0-5 2D shapes- compare and sort/name properties 3D shape- Pyramids and prisms Measure and compare length Time and sequencing Pattern Representing numbers in a ten frame Number formation</p> <p><u>Year 1</u></p> <p>Addition and subtraction within 10 Geometry- Shape</p>	<p>Explore numbers 5-10 Position and direction Measure/sort and compare by size and weight Repeating patterns 3D Shape- cube and cuboid Estimating within 20</p> <p><u>Year 1</u></p> <p>Place value within 20 Addition and subtraction</p>	<p>Explore numbers 5-10 Exploring different viewpoints composition/deco position of 2D shapes Subtraction from 5 Odd and even numbers-10 Doubling numbers to 10 Tallying- collecting and representing data</p> <p><u>Year 1</u></p> <p>Place value within 50 Length and height Mass and volume</p>	<p>Explore numbers 10-20 Spatial and growing patterns Addition and subtraction using a rekenrek/number line Number recognition to 10 Manipulating 2D shapes Time and sequencing Venn diagrams- collecting and interpreting data</p> <p><u>Year 1</u></p> <p>Multiplication and division Fractions Position and direction</p>	<p>Explore numbers 10-20 Estimating within 50 Addition and subtraction up to 10 Exploring numbers to 20 Comparing numbers to 20 Representing teen numbers Map routes and navigation 3D shapes- cylinders and cones Exploring halves Problem solving</p> <p><u>Year 1</u></p> <p>Place value within 100 Money Time</p>
<p><b>Understanding the World/</b></p>	<p><u>Reception/Year 1:</u> Where Do I live? Houses and Homes</p>	<p><u>Reception/Year 1:</u> Fire and light celebrations around the world</p>	<p><u>Reception/Year 1:</u> Changing seasons- signs of winter in our locality</p>	<p><u>Reception/Year 1:</u> Roles within our local community that help others</p>	<p><u>Reception/Year 1:</u> Life Cycles- plants/trees</p>	<p><u>Reception/Year 1:</u> Eco-recycling environment</p>



# Long Term Planning

## Discovery Learning

Who lives in my house?  
 Who am I?  
 Humans and the body  
 What does the world around me look like?  
 Describe the natural world and what they see/hear/feel outside  
 My family My local town Wells  
 What were we like as babies?  
 What were our families like as babies?  
 What is the United Kingdom?

**Year 1 Outcomes:**  
 Write a question to ask grandparents  
 Label parts of the body  
 Create a map of the local area  
 Draw and label different house types

(Diwali, Hanukkah, Thanksgiving)  
 How is Christmas celebrated in different countries?

**Year 1 Outcomes:**  
 Fire and light festival posters  
 Sequencing religious stories

Animals in our locality  
 Animals and their habitats  
 Animals around the world  
 Comparing and sorting animals

**Year 1 Outcomes:**  
 Sorting animals into herbivore/carnivore /omnivore  
 Sorting animals into habitats  
 Classifying animals  
 Identifying key features in habitats  
 Labelling parts of animals and adaptations  
 Labelling seasonal changes

Roles in wider communities  
 Jobs and roles  
 Sorting and identifying materials  
 Fairtrade  
 Easter

**Year 1 Outcomes:**  
 Identify and explain different job roles and their importance in the community  
 Label equipment used in different job roles

Butterfly-Moth Comparisons  
 What grows in our garden  
 Identifying and classifying plants

**Year 1 Outcomes:**  
 Sequence and explain animal and plant life cycles  
 Classify different plants and explain a plants features  
 Labelling insects

Oceans/Continents  
 Sea creatures  
 Local stories- Pirates  
 Maps/Compass field work study

**Year 1 Outcomes:**  
 Identify and label the 7 continents and seas on a world map  
 Identify and classify different sea creatures  
 Label a compass  
 Use maps and compasses  
 Draw a map  
 Know how to recycle materials



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	Sequence the life cycle of humans					
Physical Development (Gross Motor) /PE	<p><b>Reception</b></p> <p>Dough Disco Pencil Control Fundamental Skills Using apparatus inside and outdoors</p> <p><b>Year 1: Get Set 4 PE</b></p> <p>Team Building Fundamentals</p>	<p><b>Reception</b></p> <p>Dough Disco Pencil Control Fundamental Skills Using apparatus inside and outdoors</p> <p><b>Year 1: Get Set 4 PE</b></p> <p>Dance Fitness</p>	<p><b>Reception: Get set 4 PE</b></p> <p>Introduction to PE Continue using apparatus inside and outdoors</p> <p><b>Year 1: Get Set 4 PE</b></p> <p>Gymnastics Ball Skills</p>	<p><b>Reception: Get Set 4 PE</b></p> <p>Fundamentals Ball Skills Continue using apparatus inside and outdoors</p> <p><b>Year 1: Get Set 4 PE</b></p> <p>Striking and Fielding Net/Wall Games</p>	<p><b>Reception: Get Set 4 PE</b></p> <p>Dance Sports Day Continue using apparatus inside and outdoors</p> <p><b>Year 1: Get Set 4 PE</b></p> <p>Games- Sending and receiving Sports Day</p>	<p><b>Reception: Get Set 4 PE</b></p> <p>Gymnastics Games Continue using apparatus inside and outdoors</p> <p><b>Year 1: Get Set 4 PE</b></p> <p>Athletics Target Games</p>
Physical Development (Fine Motor)	<p><b>Reception:</b></p> <p>Dough station – playing freely with playdough Cutting activities – holding scissors correctly and using them to snip Funky fingers area Dough Disco Tripod Grip Writing position Using cotton buds/paintbrushes to form letters</p>	<p><b>Reception:</b></p> <p>Dough station – playing freely with playdough Cutting activities – holding scissors correctly and using them to snip Funky fingers area Scissor skills Chopping with a knife Using cotton buds/paintbrushes to form letters</p>	<p><b>Reception:</b></p> <p>Dough station – playing freely with playdough Cutting activities – holding scissors correctly and using them to snip Funky fingers area Stacking and balancing Letter formation ‘around’ letters Letter formation ‘down’ letters</p>	<p><b>Reception:</b></p> <p>Dough station – playing freely with playdough Cutting activities – holding scissors correctly and using them to snip Funky fingers area Weaving and wrapping Letter formation ‘down letters’ Letter formation ‘curly’ letters</p>	<p><b>Reception:</b></p> <p>Dough station – playing freely with playdough Cutting activities – holding scissors correctly and using them to snip Funky fingers area Pattern making Capital letter formation A-M Using small tools Doing up buttons</p>	<p><b>Reception:</b></p> <p>Dough station – playing freely with playdough Cutting activities – holding scissors correctly and using them to snip Funky fingers area Sewing Capital letter formation N-Z Doing up laces</p>



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		Doing up zips	Using a knife and fork to cut	Letter formation 'zig-zag' letters		
<b>Personal Social and Emotional Development/ PSHE</b>	<p><b>Reception:</b> Health and Wellbeing Feelings and emotions Forming friendships Classroom routines All about me Settling into class</p> <p><b>Year 1:</b> What is the same and different about us? Emotions</p>	<p><b>Reception:</b> Build constructive and respectable relationships express feelings and consider the feelings of others regulate behaviour accordingly work and play cooperative and take turns with others manage their own needs in terms of basic hygiene and keeping them safe Identify and moderate their own feelings socially and emotionally. Begin to think about the perspectives of others</p> <p><b>Year 1:</b> Special people Right and wrong</p>	<p><b>Reception:</b> Building Resilience and perseverance Begin to show resilience and perseverance in the face of challenge. Children tell each other about their work and play. reflect and self-evaluate. How can we do things better? Are we making the right choices?</p> <p><b>Year 1:</b> Staying healthy Questions from religious stories</p>	<p><b>Reception:</b> Communicating what they need Managing their own needs Teamwork Develop problem solving skills by working together. My body</p> <p><b>Year 1:</b> Money</p>	<p><b>Reception:</b> Talk about themselves and their abilities Build confidence to try new activities Show perseverance in the face of challenge See themselves as a valuable individual Mistakes are an important part of learning- Growth Mindset</p> <p><b>Year 1:</b> Keeping safe</p>	<p><b>Reception:</b> Road safety Problem solving Resolving conflicts Being safe in the sun Dental hygiene Getting ready for year 1</p> <p><b>Year 1:</b> Looking after each other and the world</p>



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<p><b>Expressive Arts and Design/Art and DT</b></p>	<p><u>Reception/Year 1:</u>            Drawing and holding a pencil            Colour monster display- collage            feeling jars            Self Portraits            Colour mixing            Using different crafting materials            Develop storylines during choosing            Observational drawings            Explore and engage in music making and dance</p>	<p><u>Reception/Year 1:</u>            Christmas textiles            Using different materials            Joining materials            Art to celebrate different occasions            Planning designs            Food party            Explore and engage in music making and dance            Giuseppe Arcimboldo</p>	<p><u>Reception/Year 1:</u>            Using different art materials            Wildlife sketching            Observational art            Drawings and illustrations            Explore and engage in music making and dance</p>	<p><u>Reception/Year 1:</u>            Making a boat to rescue a stranded toy            Materials            Building            Designing/Making/            Evaluating            Explore and engage in music making and dance</p>	<p><u>Reception/Year 1:</u>            Eric Carle: Illustrator study            paint/print/collage            mixed media study            Textures            Collaging            Explore and engage in music making and dance</p>	<p><u>Reception/Year 1:</u>            Transient art study            Art in different locations            Materials that can be used to make art            Explore and engage in music making and dance</p>
<p><b>Woodland</b></p>	<p><u>Reception/Year 1:</u></p>	<p><u>Reception/Year 1:</u></p>	<p><u>Reception/Year 1:</u></p>	<p><u>Reception/Year 1:</u></p>	<p><u>Reception/Year 1:</u></p>	<p><u>Reception/Year 1:</u></p>
<p><b>Links to: anchored in the community; a place to belong, a world to explore.</b></p>	<p><b>Home visits</b>            Local walk in Wells, features of our town, church, library, quay, shops.            To identify and appreciate key features and</p>	<p><b>Visit-Holkham- exploring fire and light</b>            To investigate the properties of fire and light through hands-on exploration.</p>	<p><b>Visitor-Norfolk Wildlife Trust</b>            To learn about local animal habitats and the importance of nature conservation.</p>	<p><b>RNLI-visitor/visit lifeboat station</b>            To hear about the vital role of the RNLI in our community and learn about water safety.  <b>Veterinary nurse-visit</b></p>	<p><b>Visit-The Bug Park</b>            To observe and learn about various insects and their habitats.</p>	<p><b>Visit- Wells Beach</b>            Pirate/Beach day            Beach art            To explore our beach environment, engage in creative play, and learn about coastal features.</p>



# Long Term Planning

services within  
our local town.

To learn about  
animal care and  
the role of a  
veterinary  
professional.  
**Local Fairtrade  
person visit**