



Long Term Plan 2022-2023

	Autumn		Spring		Summer	
Possible Themes/ Interests/ Topics/ Themes	New Beginnings	Sparkle and Shine	The World Around Me	Changes	Wild and Wonderful	Oh, the places you will go!
Festivals, Celebrations and Seasons	Roald Dahl Day (13.09) Macmillan Coffee Morning (30.09) Black History Month (Oct.) Harvest Festival (02.10)	Halloween (31.10) All Saints (01.11) Bonfire Night (05.11) Remembrance Day (11.11) Antbullying Week (14-18.11) Nursery Rhyme Week (14-18.11) Children in Need (18.11) Diwali (24.11) Advent (27.11-24.12) Hanukkah (18-26.12) Christmas Winter Begins (21.12)	Chinese New Year (22.01) Big Garden Bird Watch (28-10.01) Number Day (03.02) Story Telling Week (29.01-05.02) Shrove Tuesday (21.02) Valentine's Day (14.02) Lent (22.02-06.04)	Easter Spring Begins (20.03) St. David's Day (01.03) Butterfly Day (14.03) British Science Week (10-19.03) St. Patrick's Day (17.03) Mother's Day (19.03) World Book Day (02.03)	Eid (21.04) St. George's Day (23.04) Queen's Birthday (10.06) May Day (01.05) Bee Day (20.05)	World Ocean Day (08.06) Healthy Eating Week (12-16.06) Father's Day (18.06) Insect Week Summer Begins (21.06)
Visits/ Visitors	Autumn Walk	Bernie Hedgehogs Gala Theatre Christmas Performance	People Who Help Us (Police, Nurse, Firefighters etc.)	Hall Hill Farm Local area walk e.g. to the library/shop	Wharton Park – Summer outside	Sealife Centre/Beach
Communication and Language	<ul style="list-style-type: none"> • Speaking and listening • Stories and rhymes • Role play – home corner, religious stories. • Small world • Speech and language interventions 		<ul style="list-style-type: none"> • Speaking and listening • Stories and rhymes • Role play and small world using own narratives – home corner, religious stories, familiar stories and fairy tales. • Speech and language interventions 		<ul style="list-style-type: none"> • Speaking and listening • Stories and rhymes • Role play and small world using own narratives – religious stories, familiar stories and fairy tales. • Speech and language interventions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	



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<p>Personal, Social and Emotional Development PE, Writing, Construction, Playtime</p>	<ul style="list-style-type: none"> • Settling into school • School rules and classroom expectations • Taking turns and sharing • Begin to understand feelings • Knowing everyone is different and knowing what makes me special • Form positive relationships with other children and adults 	<ul style="list-style-type: none"> • Taking turns and sharing • Helping each other and asking for help • Being interested in each other's interests, feelings and ideas • Form positive relationships with other children and adults • Road safety • Staying safe 	<ul style="list-style-type: none"> • Taking turns and sharing • Cooperating and listening to others at group time • Form positive relationships with other children and adults • Helping each other and asking for help • Staying safe
<p>Physical Development</p>	<ul style="list-style-type: none"> • Develop fine motor skills • Follow instructions • Get changed independently • Use and travel with equipment safely • Gymnastics • Games • Move with confidence, control and coordination • Show awareness of space 	<ul style="list-style-type: none"> • Dance • Games • Follow Instructions • Use and travel with equipment safely • Continue developing fine motor skills • Move confidently in a range of ways • Use increasing control over an object e.g. throwing and catching etc. 	<ul style="list-style-type: none"> • Athletics • Gymnastics • Follow instructions • Talk about ways to keep healthy and safe • Move confidently in a range of ways • Travel around, over, under and through balancing and climbing equipment • Negotiate space successfully
<p>Literacy Reading</p>	<ul style="list-style-type: none"> • Learn to recognise own first name • Recognise letters • Hear and name the sounds in words • Begin to build and blend CVC words • Word recognition of high frequency words 	<ul style="list-style-type: none"> • Continue to blend words and recognise more high frequency words • Use phonetic knowledge for reading • Develop a love for reading 	<ul style="list-style-type: none"> • Use phonetic knowledge for reading • Read high frequency words • Develop a love for reading
<p>Literacy Writing</p>	<ul style="list-style-type: none"> • Give meaning to marks they make as they draw, write and paint • Practice the correct pencil grip and form letters correctly • Learn to write first name • Begin to build words using phonetic knowledge 	<ul style="list-style-type: none"> • Continue to independently write own name and other things such as labels, captions • Attempt to write short sentences in meaningful contexts • Use phonic knowledge to write words in ways which match spoken sounds • Write some high frequency words • Consolidate letter formation • Begin to explore simple punctuation 	<ul style="list-style-type: none"> • Continues to write short sentences in meaningful contexts • Writes sentences using simple punctuation • Use their phonic knowledge to write words in ways which match their spoken sounds • Write some high frequency words • Consolidate letter formation • Begin to write using pre cursive handwriting for children who are ready



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<p>Mathematics – Number and Numerical patterns</p>	<ul style="list-style-type: none"> • Recognising and forming numbers • Numbers to 5 • Comparing groups within 5 • 3D and 2D shape • Change within 5 • Number bonds within 5 • Space 		<ul style="list-style-type: none"> • Numbers to 10 • Comparing numbers within 10 • Addition to 10 • Measure (length, height and weight) • Number bonds to 10 • Subtraction • Exploring patterns 		<ul style="list-style-type: none"> • Counting on and counting back • Numbers to 20 • Numerical patterns • Shape (composing and decomposing shapes) • Measure (volume and capacity) • Sorting • Time 	
<p>Understanding the World</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe and talk about ourselves, family and home • Describe and talk about our school community and staff <p>Past and Present</p> <ul style="list-style-type: none"> • The Queen/King <p>Natural World</p> <ul style="list-style-type: none"> • Signs and changes of Autumn • Trees and plants • Animals 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Celebrations at home • Celebrations around the world <p>Past and Present</p> <ul style="list-style-type: none"> • Special times and special people • Christmas traditions <p>Natural World</p> <ul style="list-style-type: none"> • What is the environment? • Habitats in the winter 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Where I live • Ouston – surrounding areas • Places of interest <p>Past and Present</p> <ul style="list-style-type: none"> • Homes • People in the community <p>Natural World</p> <ul style="list-style-type: none"> • What is the environment? • Polar regions • Different materials • Recycling and plastic • Seasonal changes 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognising parts of simple maps • Simple maps of familiar routes, labelling geographical features <p>Past and Present</p> <ul style="list-style-type: none"> • Chronology of their life, then to now <p>Natural World</p> <ul style="list-style-type: none"> • Growing • Planting • Mountains • Habitats in Spring • Life cycle of a butterfly 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Growth and change • Physical features of a beach • Compare beaches and woodland environments <p>Past and Present</p> <ul style="list-style-type: none"> • Toys and play • Transport <p>Natural World</p> <ul style="list-style-type: none"> • Jungles and Rainforests • Habitats in Summer • Seasonal changes 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Moving on, new starts • Local and familiar landmarks <p>Past and Present</p> <ul style="list-style-type: none"> • Special people • People of interest <p>Natural World</p> <ul style="list-style-type: none"> • Under the sea • Food chains • Life cycles
<p>Technology</p>	<ul style="list-style-type: none"> • Keyboards • Logging in and out • Mouse skills 		<ul style="list-style-type: none"> • Following instructions • Giving simple instructions • Debugging instructions • Tinker tray • Pictures and photographs 		<ul style="list-style-type: none"> • Understanding arrows • Introducing the Bee-Bot • Bee-Bot programming • Understanding algorithms • Sorting • Creating a branching database 	



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					<ul style="list-style-type: none"> • Exploring pictograms 	
Religious Education	<p>Myself/Family</p> <ul style="list-style-type: none"> • Children will understand the importance of their name. • Children will learn that God knows and loves each one by name. • Children will acquire the skills of assimilation, celebration and application of the above. <p>Welcome/Baptism</p> <ul style="list-style-type: none"> • Children will understand what it is to welcome and be welcomed. • Children will understand that baptism is a welcome to God’s family. • Children will acquire the skills of assimilation, celebration and application of the above. <p>Judaism</p> <ul style="list-style-type: none"> • Hanukkah: The story of the oil lamp in the Temple. <p>Advent</p> <ul style="list-style-type: none"> • Children will understand what a birthday is and what people do when waiting for a birthday. • Children will learn about Advent: looking forward to Christmas and the birthday of Jesus. <p>Children will acquire the skills of assimilation, celebration and application of the above.</p>		<p>Celebrating</p> <ul style="list-style-type: none"> • Children will learn what a celebration is. • Children will learn how the parish family celebrate. • Children will acquire the skills of assimilation celebration and application of the above. <p>Gathering</p> <ul style="list-style-type: none"> • Children will know how and why people gather together. • Children will understand the joy of gathering together to celebrate at Mass. • Children will acquire the skills of assimilation, celebration and application of the above. <p>Growing</p> <ul style="list-style-type: none"> • Children will that Spring is a time when things begin to grow. • Children learn about Lent – a time to grow in love to be more like Jesus and to look forward to Easter. • Children will acquire the skills of assimilation, celebration and application of the above. <p>Islam</p> <ul style="list-style-type: none"> • Prayer mats and the Qur’an. 		<p>Good News</p> <ul style="list-style-type: none"> • Children will understand that everyone has Good News to share. • Children will learn about Pentecost: the celebration of the Good News of Jesus. • Children will acquire the skills of assimilation, celebration and application of the above. <p>Islam</p> <ul style="list-style-type: none"> • Prayer mats and the Qur’an. <p>Friends</p> <ul style="list-style-type: none"> • Children will understand that we can make friends. • Children will learn that Jesus had good friends and what Jesus tells us about friendship. • Children will acquire the skills of assimilation, celebration and application of the above. <p>Our World</p> <ul style="list-style-type: none"> • Children will understand what we love and wonder about our world. • Children will learn that God gave us this wonderful world. • Children will acquire the skills of assimilation, celebration and application of the above. 	
	Expressive Arts and Design	<p>Creating with Materials</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Finger painting 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Playdough 	<p>Creating with Materials</p>	<p>Creating with Materials</p>

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	<ul style="list-style-type: none"> • Mark making with wax crayons, felt tips and chalk • Observational pencil drawings • Drawing faces • Drawing faces in colour <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Use imagination in role play and small world • Sing nursery rhymes and songs • Listen and respond to music (Diwali, Hannukah, Traditional Christmas music) <p>Role play and small world activities will be available through the provision both indoors and outdoors. Activities will be suited to children's interests and to the current topic.</p>	<ul style="list-style-type: none"> • Outdoor painting • Painting to music • Collage and transient art • Landscape collage • Group art <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Vocal sounds • Body sounds • Instrumental sounds • Environmental sounds • Nature sounds 	<ul style="list-style-type: none"> • Clay • 3D landscape art • Designing animal sculptures • Creating animal sculptures • Painting animal sculptures <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Action songs • Finding the beat • Exploring tempo • Exploring pitch through dance • Music and movement performance 	<ul style="list-style-type: none"> • Exploring junk modelling • Cutting and scissor skills • Choosing resources • Making models • Evaluation and presentation • Temporary joins <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Moving to music • Using instruments to represent characters • Story telling with actions 	<ul style="list-style-type: none"> • Explore colours and experiment with different media- applying skills that have been taught to create projects <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • What makes an instrument? • Introduction to orchestra • Follow the beat • Tuned and untuned instruments • Big band performance 	<ul style="list-style-type: none"> • Explore colours and experiment with different media- applying skills that have been taught to create projects <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Use imagination in role play and small world activities- The role play area will be set up as a vets and then a beach shop to match topics • Create sound patterns with musical instruments • Explore fantasy creatures
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