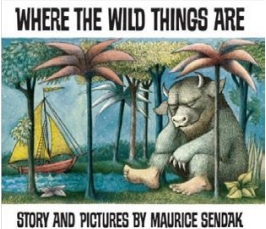
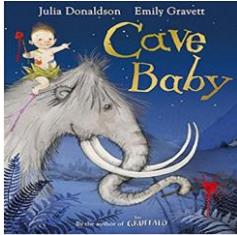


"I have set you an example that you should do as I have done." (John 13:15)

2023 – 2024 Long Term Planning:

Term Dates	Autumn 1 04.09.23 – 27.10.23 (8 weeks)	Autumn 2 06.11.23 – 22.12.23 (7 weeks)
Learning Theme	Wild Things	
	 <p>STORY AND PICTURES BY MAURICE SENDAK</p>	
English	<p>Where the Wild Things are</p> <p>Labels, captions, oral re-telling, developing a new character and creating a new version of the 'wild thing' narrative.</p> <p>Reception:</p> <p>Re-tell stories using their own words and new vocabulary learnt Read single letters consistent with their phonics knowledge Write recognisable letters consistent with their phonics knowledge Make CVC words Segment for spelling and blend for reading</p> <p>Year 1:</p> <p>Segment to spell using known graphemes Create simple noun phrases Re-tell key events in a story Write sentences using a capital letter and full stop Use adjectives to describe a character Create a and follow a story plan to write a new narrative</p>	<p>Cave Baby</p> <p>Labels and captions, informal letters and narrative retelling.</p> <p>Reception:</p> <p>Describe events and re-tell a story Spell words by identifying sounds in them and representing the sounds with a letter/s Use and understand recently introduced vocabulary during discussions about stories Identify a capital letter and full stop Write a phrase</p> <p>Year 1:</p> <p>To tell stories and describe incidents from their own experience. Use phonics to help spell Create labels Write noun phrases and use adjectives to expand nouns Re-tell a story and identify key points Write sentences using a capital letter and full stop or exclamation mark Use the conjunction 'and' to extend a sentence Sequence sentences to write a letter</p>
Mathematics (White Rose units)	<p>Reception – Getting to know you!</p> <p>Match, sort and compare Explore, copy, continue and create simple patterns Find, subitise and represent 1, 2, 3</p> <p>Year 1 – Place Value/Addition and subtraction</p> <p>Sorting, counting and representing objects Recognising numbers as words 1 more, 1 less Fewer, more, same</p>	<p>Reception – Getting to know you/Alive in 5</p> <p>Identify, name and compare circles and triangles Shapes in the environment Describe position Find, subitise and represent 1, 2, 3, 4 and 5 Identify and name shapes with 4 sides</p> <p>Year 1 – Addition and subtraction/Geometry/Place value (within 20)</p> <p>Part-whole model Write number sentences</p>

	<p>Less than, greater than, equal to</p> <p>Compare and order numbers</p> <p>The number line</p>	<p>Addition facts</p> <p>Number bonds within and to 10</p> <p>Subtraction facts</p> <p>Add or subtract 1 or 2</p>
Science	<p><u>Animals including Humans (all about me):</u></p> <p>Reception:</p> <p>To explain their whilst outside.</p> <p>To test and explore some ideas through experimentation.</p> <p>To notice and discuss the changing season.</p> <p>To be able to discuss patterns they may notice in their local environment.</p> <p>To name some things that make them unique.</p> <p>Year 1:</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>Exploring Everyday Materials:</u></p> <p>Reception:</p> <p>To name some materials.</p> <p>Know what objects are made from.</p> <p>To know the properties of different materials.</p> <p>To know that materials can be sorted into different groups.</p> <p>Test ideas and make predictions.</p> <p>Year 1:</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
Computing	<p><u>Mouse and trackpad skills (R unit):</u></p> <p>Clicking, navigating using the movement of the mouse and dragging and dropping. The activities aim to support children in developing the hand-eye coordination skills and fine-motor required to operate a mouse effectively.</p> <p>Drawing skills:</p> <p>This includes choosing pens and style and composing drawn images on screen. It also includes the undo function. The use of a tablet is suggested as well as a mouse to enable children to mark make using touch.</p> <p><u>Online safety (Year 1 unit):</u></p> <p>To log in safely and understand why that is important.</p> <p>To save work to the My Work area and understand that this is private space.</p> <p>To learn how to find saved work in the Online Work area.</p> <p>To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</p> <p>Grouping and sorting:</p> <p>Sorting items on and away from the computer.</p>	<p><u>Grouping and sorting (Year 1 unit):</u></p> <p>To sort items using a range of criteria.</p> <p>To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p><u>Drawing Skills (R unit):</u></p> <p>To be able to select colours.</p> <p>To be able to mark make purposefully on the screen.</p> <p>To be able to control the pencil width.</p> <p>To be able to choose tools to experiment with.</p> <p>To be able to use the undo button.</p>
RE	<p><u>Which people and stories are special and why?</u></p> <p>Discuss people who are special to them.</p> <p>Identify some of the qualities of a good friend.</p> <p>Question a person with religious faith.</p>	<p><u>Who is a Christian and what do they believe?</u></p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus</p> <p>Talk about issues of good and bad, right and wrong arising from the stories</p> <p>Ask some questions about believing in God and offer some ideas of their own</p>
History		<p>History of Travel</p> <p>The Wright brothers/ Neil Armstrong</p> <p>Reception:</p>

		<p>To observe and recognise when things have changed and to describe what is happening. To be able to talk about events that have happened. To use time vocabulary: then and now. To talk about features in stories that show it is set in the past. To join in with discussions about significant historical events. Comment on images of familiar situations in the past.</p> <p>Year 1: Piece together visual clues to work out that they were early aviators See why the Wright brothers' invention was so ground-breaking. Use their contextual knowledge of the story to pose valid historical questions Sequence images of 100 years of flight with the more able showing a heightened sense of chronology Look at long-term consequences.</p>
Geography	<p><u>What is it like here?</u></p> <p>Reception: To talk about and describe themselves, their family and familiar people from their community. To talk about where they live and the key features in their local environment. To understand that some places are special to members of their community.</p> <p>Year 1: Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map.</p>	
Art & Design (Following Kapow)	<p><u>Drawing: Marvellous Marks</u></p> <p>Reception: To use mark making equipment and creates detailed drawings including a range of shapes, lines and circles. Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning.</p> <p>Year 1: Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing.</p>	
Design Technology (Following Kapow)		<p><u>Junk Modelling:</u></p> <p>Reception: To know there are a range of different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.</p>

		Year 1: To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together.
Music <i>(following Charanga/stand-alone)</i>	<u>Classical music, dynamics and tempos:</u> Reception: Exploring how we can use our voice and bodies to make sounds. Experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment. Year 1: To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.	Christmas Reception: Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.
PE	<u>Me and Myself</u> Moving freely and with pleasure and confidence in a range of ways Understand prepositions such as 'under', 'on top', 'behind' by carrying out an action Listens and responds to ideas expressed by others Experiment with different ways of jumping	<u>Movement Development</u> Travel with confidence and skill in a range of movements when using equipment Show understanding of the need for safety when tackling new challenges and considers and manages some risks Move freely and with pleasure and confidence in a range of skilful ways
PSHE <i>(most units taken from our federation scheme: Coram Life Education SCARF)</i>	<u>Me and my Relationships</u> I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. Identify ways to help others or themselves if they are sad or worried. Understand that classroom rules help everyone to learn and be safe Recognise how others might be feeling by reading body language/facial expressions	<u>Valuing Difference</u> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation Empathise with those who are different from them Explain the difference between unkindness, teasing and bullying
Topic Enrichment Activities <i>(which may take place as topic launch activities or end of topic celebration activities)</i>	Christmas theatre trip 6/12/23 Potential visit from the Animal Man	