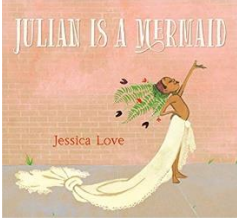
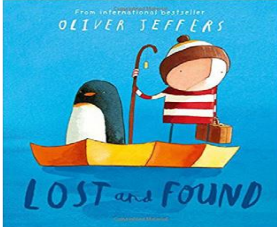
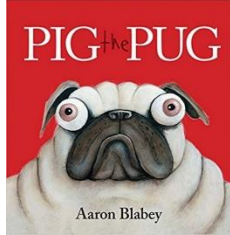
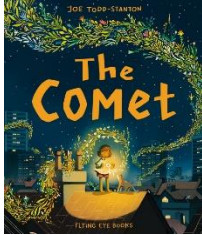


"I have set you an example that you should do as I have done." (John 13:15)

2023 – 2024 Long Term Planning:

Term Dates	Summer 1 08.04.24 – 24.05.24 (7 weeks)	Summer 2 03.06.24 – 19.07.24 (7 weeks)
Learning Theme	Fantasy Journeys	Changing and Growing
	 	 
English	<p><u>Julian is a Mermaid/ Lost and Found</u></p> <p>Reception: Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.</p> <p>Year 1: Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less Joining words and joining clauses using and Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Expanded noun phrases to describe and specify, e.g. the blue butterfly Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Correct choice and consistent use of present tense and past tense throughout writing Commas to separate items in a list How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p><u>Pig the Pug/ The Comet</u></p> <p>Reception: Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. To invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Year 1: Explore character motives and feelings before researching a selection of animals and going on to write an own-version narrative. Write a 'How to be a ...' guide and create this for a chosen pet. Writing for a range of audiences and purposes, developing skills in composition, understanding of a range of punctuation and use of nouns and prepositions to construct a range of sentences and convey meaning. Embedding of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification</p>
Mathematics (White Rose units)	<p>Reception – To 20 and Beyond/How many now?/Manipulate, Compose and Decompose/Sharing and Grouping</p> <p>Build numbers and continue patterns beyond 10</p>	<p>Reception – Visualise, Build and Map/Make Connections/Consolidation</p> <p>Patterns Positioning Mapping Deepening understanding of number</p>

	<p>Verbal counting beyond 20 including patterns Add more Take away Select shapes for a purpose and explain their arrangement Rotate and manipulate shapes Compose and decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes Sharing and grouping Play with and build doubles</p> <p>Year 1 – Multiplication and Division/Fractions/Position and Direction</p> <p>Count in 2s, 5s and 10s Recognising and adding equal groups Make arrays and doubles Make equal groups (grouping/sharing) Recognise and find $\frac{1}{2}$ of a shape/object/quantity Recognise and find a quarter of a shape/object/quantity Describe turns Describe positions Ordinal numbers</p>	<p>Patterns and relationships Consolidation of learning</p> <p>Year 1 – Place Value within 100/Measurement (money)/Measurement (time)</p> <p>Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same numbers of 10s/Compare any 2 numbers Unitising Recognise coins and notes Count in coins Before and after Days of the week/months of the year Hours, minutes and seconds Tell the time to the hour and half hour</p>
Science	<p><u>Animals including Humans (all about animals):</u></p> <p>Reception: Learn that animals are living things Discover where animals live and what they need to survive Explore where birds live and what they need to survive Learn about farm animals Learn about dinosaurs that lived on Earth</p> <p>Year 1: Discover animal families Learn about the differences between mammals and birds Learn about the differences between amphibians, reptiles and fish Discover the type of food living things eat Explore the difference between wild animals and pets Explain the characteristics of an animal</p>	<p><u>Plants/Seasonal Changes:</u></p> <p>Reception: Identify the changes that take place in Summer Identify weather and appropriate clothing for Summer Discover that plants are living things Learn about plants and where they come from Explore how to look after plants</p> <p>Year 1: Understand that seeds grow into plants Identify the basic parts of a plant and tree Understand that different plants can grow in the same environment Know the difference between deciduous and evergreen trees Know that fruit trees and vegetables are a variety of plants Record the growth of a plant Identify the seasonal changes/weather that occurs in Summer and make comparisons to other seasons</p>
Computing	<p>Coding: Reception: To understand what instructions are. To predict what will happen when instructions are followed. To use a code to programme a beebot.</p> <p>Year 1:</p>	

	<p>To understand that computer programs work by following instructions called code.</p> <p>To use code to make a computer program.</p> <p>To use an event to control an object.</p> <p>To begin to understand how code executes when a program is run.</p> <p>To edit a scene by adding, deleting and moving objects.</p>	
RE	<p>Where do we belong?</p> <ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. • Recall what happens at a traditional Christian infant baptism and dedication. • Recall what happens when a baby is welcomed into Islam. 	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience. • Recognise symbols of belonging for Christians, Jews or Muslims. • Think about why symbols of belonging matter to believers. • Identify two ways people show they belong to each other when they get married.
History		<p>How have schools changed?</p> <p>Reception:</p> <p>Use time vocabulary such as then, now, a long time ago, past, present, future.</p> <p>Use information in books to talk about life in the past and how this is different to now.</p> <p>Recall significant historical events that have been studied.</p> <p>Recall significant historical people that have been studied.</p> <p>Say how life has changed from now to the past.</p> <p>Year 1:</p> <p>Correctly order and date four photographs on a timeline and add some dates.</p> <p>Ask questions about schools in the past.</p> <p>Make comparisons between schools in the past and present.</p> <p>Use sources to research and develop an understanding of what schools were like 100 years ago.</p> <p>Identify features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</p> <p>Recognise similarities and two differences between schools now and schools in the past.</p>
Geography	<p>What is the weather like in the UK?</p> <p>Reception:</p> <p>To draw simple information on a map.</p> <p>To talk about what it is like to live in this country.</p> <p>To name the 4 seasons.</p> <p>To relate weather to the season you usually see it in.</p> <p>Year 1:</p> <p>Name and locate the four countries on a map of the UK.</p> <p>Identify the country they live in.</p>	

	<p>Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season.</p>	
<p>Art & Design (Following Kapow)</p>	<p><u>Sculpture and 3D</u></p> <p>Reception: Explore clay/playdough and its properties Create natural 3D landscape pictures using found objects Talk about sculpture art and artists Make a 3D clay sculpture using designs created</p> <p>Year 1: Roll paper tubes and attach them to a base securely Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other Shape paper strips in a variety of ways to make 3D drawings Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest Create a tree of life sculpture that includes several different techniques for shaping paper Work successfully with others, sustaining effort over a time Paint with good technique, ensuring good coverage</p>	
<p>Design Technology (Following Kapow)</p>		<p><u>Cooking and Nutrition:</u></p> <p>Reception: Explore fruit and vegetables and the differences between them Use five senses to describe Design a fruit or vegetable smoothie Learn how to use a knife safely and use this to prepare ingredients Design food packaging</p> <p>Year 1: Describe fruits and vegetables and explain how to identify fruits Name a range of places that fruits and vegetables grow Describe basic characteristics of fruit and vegetables Prepare fruits and vegetables to make a smoothie</p>
<p>Music (following Charanga/stand-alone)</p>	<p>Musical Stories/ Timbre and Rhythmic Patterns</p> <p>Reception: Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. Understand that music and instruments can be used to convey moods or represent characters. Playing an instrument as part of a group story.</p> <p>Year 1: Make changes to their voices to represent a character.</p>	<p>Big Band/ Musical Vocabulary</p> <p>Reception: Learn about what makes a musical instrument and the four different groups of musical instruments. Follow a beat using an untuned instrument. Perform a practised song to a small audience.</p> <p>Year 1: Make movements that are appropriate to the pulse and tempo of a piece of music.</p>

	<p>Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music.. Play/chant along with the elements of a story with prompting from the teacher</p>	<p>Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.</p>
PE	<p>Fun and Games (EYFS) Run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles. Accept the needs of others and take turns and share, with the support of others. Moves freely and with pleasure and confidence in a range of skilful ways. Fitness (Year 1) Understand the benefits of regular exercise. Improve speed, agility and stamina. Improve and develop coordination, control and balance, and negotiate space. Explore and practice a variety of different movements and fitness techniques.</p>	<p>Working with others (EYFS) Work and play cooperatively and take turns with others. Keeps play going by responding to what others are saying or doing. Run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles. Accept the needs of others and take turns and share, with the support of others. Athletics (Year 1) Develop the overarm throw technique, throwing accurately towards a target. Practise the underarm throw technique, aiming towards a target showing increased control. Show a basic level of control, coordination and consistency when running. Explore and practice a variety of movements including running, jumping and throwing techniques.</p>
<p>PSHE</p> <p><i>(most units taken from our federation scheme: Coram Life Education SCARF')</i></p>	<p>Being My Best</p> <p>Reception: Develop their confidence and resilience towards having a growth mindset. Recognise that some skills take time to learn. Year 1: Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Help themselves and others develop a positive attitude that support their wellbeing.</p>	<p>Growing and Changing</p> <p>Reception: Explain the changes that occur as seasons change To understand that animals and humans change in appearance over time Year 1: Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand some of the tasks required to look after a baby Demonstrate simple ways of giving positive feedback to others</p>
<p>Topic Enrichment Activities</p> <p><i>(which may take place as topic launch activities or end of topic celebration activities)</i></p>	<p>Visit from Fire Service (14th May) Victorian Week (3rd June) Visit to St John's Museum (4th June) Road Safety Talk (5th June) Circus Skills day (25th June) Loxley Beach Experience</p>	