



## YR Long Term Planning 2022 – 2023

	<b>Through these topics the children will:</b>
<b>Autumn A</b>	
<u>Marvellous Me / Autumn / Harvest</u>  My Family Exercise Healthy eating Teeth and sleep Road Safety Screen time  RE - Harvest	<ul style="list-style-type: none"> <li>• Talk about their families and friends and establish new friendships</li> <li>• Learn the importance of a healthy lifestyle</li> <li>• Learn vocabulary related to emotions and talk about their feelings</li> <li>• Learn the class and school routines and the expected behaviour</li> <li>• Identify special places to them and others</li> <li>• Suggest ways in which people celebrate Harvest</li> <li>• Talk about the changes associated with autumn</li> <li>• Begin to learn poems and rhymes</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds</li> <li>• Subitise within 3</li> <li>• Explore collections of '4'</li> <li>• Use language of comparison including 'more than' and 'fewer than'</li> <li>• Begin to link numerals with their number values</li> <li>• Continue, copy and create repeating patterns</li> <li>• Select, rotate and manipulate shapes</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Phase 2 unlocking letters and sounds – s a t p i n m d g o c k ck e u r h b f ff l ll ss</li> <li>• Oral blending and segmenting</li> <li>• Children will learn how to hold a pencil with a tripod grip</li> <li>• Write by copying over the teacher's letters using a simple print style</li> <li>• 'Lift off to Language' small groups begin for some children (speech and confidence support)</li> </ul>
<b>Autumn B</b>	
<u>Heroes Now and Then</u>  Christmas Bonfire Night  Winter  RE – Why is Christmas special for Christians?	<ul style="list-style-type: none"> <li>• Look at photographs and artefacts from the past and begin to describe similarities and differences between things in the past and now</li> <li>• Think about people in the community and their roles in society (police, fire fighters, shopworkers, religious workers etc).</li> <li>• Listen to talks by people from the community as they describe their roles</li> <li>• Describe the main events of the Christmas story and make a Christingle</li> <li>• Take part in the Nativity, learning a range of songs</li> </ul>

	<ul style="list-style-type: none"> <li>Learn how to complete a simple program on an iPad and how to take photographs</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Compare numbers</li> <li>Count beyond 5</li> <li>Subitise within 5</li> <li>Explore the concepts of 'wholes' and 'parts'</li> <li>Compare sets</li> <li>Continue to copy repeating patterns</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Phase 3 unlocking letters and sounds - j v w x y z z z qu ck sh th ng ai ee igh oa o oar or ur</li> <li>Begin to write captions</li> <li>Children will learn to sing the alphabet song and read common exception words</li> <li>Write by copying from a piece of paper</li> <li>Visit the school library</li> </ul>
<b>Spring A</b>	
<u>Crazy Creations</u> <u>Marvellous Music</u>  Spring  RE – Which places are specially valued?	<ul style="list-style-type: none"> <li>Explore techniques involved in observational drawings</li> <li>Use a small range of tools</li> <li>Learn about the artist Andy Goldsworthy with a possible 'Art Attack' trip to Ashridge</li> <li>Consolidate joining skills through junk modelling</li> <li>Make shakers and guitars and perform to others</li> <li>Develop skills of using small tools</li> <li>Work collaboratively on projects, sharing ideas, resources and skills</li> <li>Move in time to music</li> <li>Revisit ideas about which places are special to them and to others</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Begin to explore the '1 more / 1 less than' relationship</li> <li>Develop object counting skills, using a range of strategies to develop accuracy</li> <li>Continue to explore the composition of 5 and practise recalling 'missing' parts</li> <li>Verbally count to 20 and beyond</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Phase 3 mastery – ow oi ear air ure er</li> <li>Guided group reading</li> <li>Writing by sounding and blending with support</li> </ul>
<b>Spring B</b>	
<u>Once Upon a Time</u> The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk Little Red Riding Hood The Gingerbread Man  <u>Celebrate Easter!</u>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories</li> <li>Invent and adapt their own stories and act them out (helicopter story method)</li> <li>Learn the key points of the Easter Story and the related vocabulary. Begin to understand the past through settings, characters and events.</li> <li>Develop storylines in their pretend play and make use of props</li> </ul>

RE – Why is Easter special for Christians? Spring	<ul style="list-style-type: none"> <li>• Talk about how the environment is changing from spring to summer</li> <li>• Dress up as their favourite story character</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Explore the composition of numbers within 10</li> <li>• Verbally count beyond 20</li> <li>• Compare length, weight and capacity</li> <li>• Explore symmetrical patterns and link to doubling</li> <li>• Explore the composition of odd and even numbers</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Phase 3 mastery</li> <li>• Reading to encourage fluency</li> <li>• Writing own sentences</li> <li>• Using a full stop</li> </ul>
<b>Summer A</b>	
<u>Wonderful World</u>  <u>Polar</u> <u>Africa</u> Handa's Surprise We're Going on a Lion Hunt <u>Local area</u>  RE – Which stories are specially valued?	<ul style="list-style-type: none"> <li>• Begin to recognise some environments are different to the one in which they live, (possible park walk)</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Retell stories in their own words extending vocabulary</li> <li>• Name some stories found in the Bible</li> <li>• Learn about the Hannukah story and associated traditions</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Explore and represent patterns with numbers</li> <li>• 1 more than</li> <li>• Explore how quantities can be distributed equally</li> <li>• Explore the composition of 10</li> <li>• Order sets of objects</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Phase 4 – cvcc and ccvc words. Reading words ending in ed / ing</li> <li>• Consonant blends</li> <li>• Children will learn to leave 'finger spaces' and write on the lines</li> <li>• Using a capital letter at the beginning of a sentence</li> </ul>
<b>Summer B</b>	
<u>Turrets and Tiaras</u> <u>Donkeys and Deckchairs</u> The Rainbow Fish The Lighthouse Keepers Lunch  Summer  RE – Which stories are specially valued? (Continued)	<ul style="list-style-type: none"> <li>• Engage in non-fiction books about castles and the seaside</li> <li>• Develop storylines in their pretend play</li> <li>• Extend their use of tools and techniques (clay work)</li> <li>• Learn about sun safety</li> <li>• Think about moving into Year One (transition)</li> <li>• Take part in Sport's Day</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Revision of addition, subtraction, sharing into equal groups, doubling and number bonds</li> </ul>

	<ul style="list-style-type: none"><li>• Continue to count verbally beyond 20, including counting from different starting numbers</li></ul>
literacy	<ul style="list-style-type: none"><li>• Phase 4 mastery, polysyllabic words</li><li>• Writing stories with a beginning, middle and end</li><li>• Spell common exception words</li></ul>

Ongoing: Forest School, PE (Future Games), music (Charanga), PSED, Physical Development (dough disco / physi-gym, bikes and climbing equipment) and ideas suggested by the children.

If you would like to find out more about the curriculum or request a paper copy of this document, please contact our office team on 01525 372188.