



YR Long Term Planning 2023 - 2024

	Through these topics the children will:
Autumn A	
<p><u>Marvellous Me / Autumn / Harvest</u></p> <p>My Family Exercise Healthy eating Teeth and sleep Road Safety Screen time</p> <p>RE - Harvest</p> <p>Autumn</p>	<ul style="list-style-type: none"> ● Talk about their families and friends and establish new friendships ● Learn the importance of a healthy lifestyle ● Learn vocabulary related to emotions and talk about their feelings ● Learn the class and school routines and the expected behaviour ● Identify special places to them and others ● Suggest ways in which people celebrate Harvest ● Talk about the natural changes associated with autumn. Weather, plants and animals. ● Begin to learn poems and rhymes ● Draw pictures of myself and family ● Printing (leaves and fruit/ veg)
Maths	<ul style="list-style-type: none"> ● Count objects, actions and sounds ● Subitise within 3 ● Explore collections of '4' ● Use language of comparison including 'more than' and 'fewer than' ● Begin to link numerals with their number values ● Continue, copy and create repeating patterns ● Select, rotate and manipulate shapes
Literacy	<ul style="list-style-type: none"> ● 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 ● Oral blending and segmenting ● Children will learn how to hold a pencil with a tripod grip ● Write by copying over the teacher's letters using a simple print style ● 'Lift off to Language' small groups begin for some children (speech and confidence support)
Autumn B	
<p><u>Heroes Now and Then</u></p> <p>Christmas Bonfire Night</p>	<ul style="list-style-type: none"> ● Look at photographs and artefacts from the past and begin to describe similarities and differences between things in the past and now ● Think about people in the community and their roles in society (police, fire fighters, shopworkers, religious workers etc).

<p>RE – Why is Christmas special for Christians?</p> <p>Winter.</p>	<ul style="list-style-type: none"> ● Listen to talks by people from the community as they describe their roles ● Describe the main events of the Christmas story and make a Christingle ● Take part in the Nativity, learning a range of songs ● Learn how to complete a simple program on an iPad and how to take photographs ● Make a tractor using boxes. ● Use clay to make decorations - clay changes from soft and malleable to be hard and brittle.
<p>Maths</p>	<ul style="list-style-type: none"> ● Compare numbers ● Count beyond 5 ● Subitise within 5 ● Explore the concepts of 'wholes' and 'parts' ● Compare sets ● Continue to copy repeating patterns
<p>Literacy</p>	<ul style="list-style-type: none"> ● Phase 3 unlocking letters and sounds - j v w x y z zz qu ck sh th ng ai ee igh oa oo ar or ur ● Begin to write captions ● Children will learn to sing the alphabet song and read common exception words ● Write by copying from a piece of paper ● Visit the school library
<p>Spring A</p>	
<p><u>Crazy Creations</u> <u>Marvellous Music</u></p> <p>Spring</p> <p>RE – Which places are specially valued?</p>	<ul style="list-style-type: none"> ● Explore techniques involved in observational drawings (of instruments and spring plants) ● Use a small range of tools ● Learn about the artist Andy Goldsworthy. ● Consolidate joining skills through junk modelling ● Make shakers and guitars and perform to others ● Develop skills of using small tools ● Work collaboratively on projects, sharing ideas, resources and skills ● Move in time to music ● Revisit ideas about which places are special to them and to others
<p>Maths</p>	<ul style="list-style-type: none"> ● Begin to explore the '1 more / 1 less than' relationship ● Develop object counting skills, using a range of strategies to develop accuracy ● Continue to explore the composition of 5 and practise recalling 'missing' parts ● Verbally count to 20 and beyond

	<ul style="list-style-type: none"> ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
Literacy	<ul style="list-style-type: none"> ● Phase 3 mastery – ow oi ear air ure er ● Guided group reading ● Writing by sounding and blending with support
Spring B	
<p><u>Once Upon a Time</u> (3 of.) Jack and the Beanstalk The Little Red Hen The Enormous Turnip Stone Soup</p> <p><u>Celebrate Easter!</u></p> <p>RE – Why is Easter special for Christians?</p> <p>Spring</p> <p>Cooking</p>	<ul style="list-style-type: none"> ● Compare and contrast characters from stories ● Invent and adapt their own stories and act them out (helicopter story method) ● Learn the key points of the Easter Story and the related vocabulary. Begin to understand the past through settings, characters and events. ● Develop storylines in their pretend play and make use of props ● Talk about how the environment is changing from spring to summer ● Dress up as their favourite story character ● Explore junk model making to make props for story telling. ● Plant seeds/ beans and make simple observations of growth. ● Cooking - how combining and cooking ingredients changes them - can we change them back. (making bread/ soup)
Maths	<ul style="list-style-type: none"> ● Explore the composition of numbers within 10 ● Verbally count beyond 20 ● Compare length, weight and capacity ● Explore symmetrical patterns and link to doubling ● Explore the composition of odd and even numbers
Literacy	<ul style="list-style-type: none"> ● Phase 3 mastery ● Reading to encourage fluency ● Writing own sentences ● Using a full stop
Summer A	
<p><u>Wonderful World</u></p> <p><u>Polar</u> <u>Africa</u> Handa's Surprise We're Going on a Lion Hunt <u>Local area</u></p> <p>RE – Which stories are specially valued?</p>	<ul style="list-style-type: none"> ● Begin to recognise some environments are different to the one in which they live, (possible park walk) ● Recognise some similarities and differences between life in this country and life in other countries. ● Retell stories in their own words extending vocabulary

<p>UW- contrast polar and african regions. Explore ice (freezing and melting)</p>	<ul style="list-style-type: none"> ● Name some stories found in the Bible ● Learn about the Hannukah story and associated traditions ● Colour mixing. ● Drawings and paintings of Polar / African animals. (Trip to Tring Natural History Museum - TBC)
<p>Maths</p>	<ul style="list-style-type: none"> ● Explore and represent patterns with numbers ● 1 more than ● Explore how quantities can be distributed equally ● Explore the composition of 10 ● Order sets of objects
<p>Literacy</p>	<ul style="list-style-type: none"> ● Phase 4 – cvcc and ccvc words. Reading words ending in ed / ing ● Consonant blends ● Children will learn to leave ‘finger spaces’ and write on the lines ● Using a capital letter at the beginning of a sentence
<p>Summer B</p>	
<p><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)</p>	<ul style="list-style-type: none"> ● Engage in non-fiction books about castles and the seaside ● Develop storylines in their pretend play ● Extend their use of tools and techniques (clay work) ● Learn about sun safety ● Think about moving into Year One (transition) ● Take part in Sport’s Day ● Make a castle (junk model making) ● Clay fish, adding texture with tools.
<p>Maths</p>	<ul style="list-style-type: none"> ● Revision of addition, subtraction, sharing into equal groups, doubling and number bonds ● Continue to count verbally beyond 20, including counting from different starting numbers
<p>Literacy</p>	<ul style="list-style-type: none"> ● Phase 4 mastery, polysyllabic words ● Writing stories with a beginning, middle and end ● Spell common exception words

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.