Goldfinch Class (YR) Long Term Planning

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn** C:\Users\kwill\Desktop\af.jpg | **Spring** C:\Users\kwill\Desktop\hf.jpg | **Summer**C:\Users\kwill\Desktop\dsf.jpg |
| Christian Value | Friendship  | Compassion | Perseverance  | Truthfulness | Respect  | Love |
| British value | Tolerance of those of different faiths and beliefs | Democracy | The rule of law | Mutual respect | Individual liberty |
| RRS | Article 15:The right to choose your own friends | Articles 14 & 30: The right to choose your own religion & practice your culture | Article 23: The right to special education & care | Article 12: The right to give your opinion | Articles 28 & 29: The right to a good quality education that helps you use and develop your talents & abilities | Article 15:The right to choose your own friends |
| Values/Rights Days | International Literacy Day | Remembrance Day | Shrove Tuesday | World Book Day | Maths Week | Surya Arts |
| Topic | **All about Me** | **Traditional Tales/Christmas** | **Mega Mammals** | **Minibeasts**  | **Woodland Giants** | **If I had wings…** |
| Celebration/s | Harvest | Bonfire Night, Remembrance, Christmas | Pancake Day Valentine’s Day | Mother’s DayEaster | Father’s Day |  |
| Possibilities for learning outside the classroom |  Season walk – AutumnApple pressing | Dorchester-Library-Christmas Display |  Season walk - SpringCore Creative | Carymoor |  Seasonal walk - summerPizza Express  | Kingcombe CentreLankham BottomRSPB nature reserveMoths Nigel Spring |
| Possible ideas for events involving parents | Phonics/Reading information evening | ,Nativity performance | Storymaking performance |  Planting/caring for pollinators (Solitary bee mug) | Storymaking performance |  Teddy bears picnic  |
| **Storymaking** | C:\Users\kwill\Desktop\dfg.jpgLittle Red Hen  | C:\Users\kwill\Desktop\dsfg.jpgGingerbread Man  | C:\Users\kwill\Desktop\dsfg.jpgEnormous Turnip | C:\Users\kwill\Desktop\jhf.jpg3 Billy Goats  | C:\Users\kwill\Desktop\fg.pngGoing for a song | C:\Users\kwill\Desktop\peter.pngPeter and the Wolf |
| **PRIME AREAS** |
| **Area of Learning and Development** | **Aspects** | **Autumn** | **Spring** | **Summer** |
| **Personal, Social and Emotional Development** | **Making Relationships****Self Confidence Self Awareness****Managing feelings and behaviour** | Settling in – learning rules and routines. Forming new relationshipsI feel happy when…I feel sad when… etcUse ‘Inside out’ characters to enhance learning (watch film) | Feelings – Happy, Sad, Angry, frustrated, excited, disappointed etcWorking as a group – listening, sharing, taking turns | Asking for help, Listening to and negotiating with others | Understanding other’s feelings I like…I don’t like…because… | Listening to and responding to othersTalking about own ideas | Playing co-operatively with others.Being confident to try new activities and say why they like/dislike themTalk about own and other’s feelings, follow the rules and know the consequences of unacceptable behaviour. |
| **Communication and Language** | **Listening and Attention** **Understanding****Speaking** | Following instructionsSensory activities – using describing wordsDescribing events in order | Listening to stories – remembering events and charactersUnderstand over, under, around, beside, above, below, in out etc | Practise asking questions – What? How? When? Who? (Show and tell)Sitting and listening for longer periods to complete an activity | Following stories without pictures or promptsLinking sentences in speech with and and because | Listening attentively and answer questions about storiesFollowing more complex instructions | Using tenses correctly – I went to, I played, I am going to…Creating own narratives/stories in role-play |
| **Physical Development****Moving and Handling****Health and Self-Care** | **REAL PE****(Foundation movements skills through stories)** | **Unit 1 – Personal**-**Balance** **-Co-ordination**  | **Unit 2 –Social****-Static Balance****-Agility** | **Unit 3 – Cognitive****-Dynamic balance****-Static balance** | **Unit 4 – Creative****-Counter balance****-Ball skills** | **Unit 5 – Physical****-Co-ordination with equipment****-Agility, reaction, response** | **Unit 6 - Health and Fitness**-**Agility – ball chasing****-Static balance-floor**  |
| **PE** | Swimming/Ball skills | Gymnastics | Parachute Games  | Dance | Swimming - Water Confidence GradeMultiskills (sports day) | Swimming Grade 1 or Ultimate frizbee |
| **Area of Learning and Development** | **Aspects** | **Autumn** | **Spring** | **Summer** |
| **Physical Development** | **General Physical Skills** | **Fine Motor Skills**Holding a pen/pencil between thumb and 2 fingers and be able to draw lines and circlesCopying name**Health and Hygiene**Washing and drying hands by themselvesDressing with help and usually be clean and dry during the day | **Gross Motor Skills**Walking up and down steps with alternate feet.**Fine Motor Skills**Uses one handed tools – e.g. scissors safely – can snip paperGaining more control with pen/pencil and making anticlockwise movements.**Health and Hygiene**Learning about healthy food | **Gross Motor Skills**Standing on 1 foot, hopping, catching a large ballJumping and landing safely.**Fine Motor Skills**Writing some letters correctly**Health and Hygiene**Transporting equipment safely e.g. holding scissors closed by metal part. | **Gross Motor Skills**Pushing, patting, throwing, catching, kicking objectsMoving confidently in different ways – running, hopping, skipping, slithering, crawling without bumping into others.**Fine Motor Skills**Using tools e.g. scissors, hole punch, screwdrivers, knife and fork, playdough tools, rolling pin, spoon, potato peeler | Showing good control and co-ordination in large and small movements**Fine Motor Skills**Using a pencil effectively to form recognisable letters, most of which are correctly formed**Health and Hygiene**Understanding need for good health - physical exercise, healthy diet and talks about different ways to keep healthy and safe | **Gross Motor Skills**Throwing, catching and aiming at targetsMoving confidently in different ways**Fine Motor Skills**Handle equipment /tools effectively inc pencils.**Health and Hygiene**Knowing and talking about good health and safety - exercise, healthy diet.Manage own basic hygiene/ personal needs successfully. |
| **SPECIFIC AREAS** |
| **Understanding the World** **Understanding the world**  | **RE** | **God/Creation 1**‘Harvest’ | **Incarnation 1**Christmas | **Salvation 2**Pancake Day | **Salvation 1**Easter | **God/Creation 2**Our World | **Incarnation 2**Bible stories |
| **People and Communities** | Similarities and differences Remembering and talking about significant events in their experience(Show and tell) | Recognising and describing special times or events for family or friends and enjoys joining in with family customs and routines | Talking about past, present events in their own lives and lives of family membersUnderstand differences in different families – traditions etc | Understands that people don’t always like the same thing | Showing interest in lives of people who are familiar to them.Shows an interest in different occupations | Talk about past and present events.Know children enjoy different things and are sensitive to this.Know about similarities and differences between them and others, among families, communities and traditions.  |
| **Area of Learning and Development** | **Aspects** | **Autumn** | **Spring** | **Summer** |
| **Understanding the World** | **The World** | **All About Me****Autumn planting**Talking about what they have seen in the environment and asking questions. (Plants, animals, Natural objects)Signs of autumn | **Traditional tales and Christmas****STEM Billy Goats gruff activities****STEM valentines brick hearts activity**Looking after our plants (water, sun, weeds)Why do leaves change colour?Hedgehog homesNocturnal/Diurnal animals | **Mega Mammals****Spring planting**How does a plant grow?**British mammals**Mammals – What is a mammal?Signs of springBRITISH SCIENCE WEEK | **Minibeasts**What is an insect?Life cycles(butterfly, ladybird, ant, bee)Why are bees important – save our beesHow is honey made?Using idialsGrowth and decay | **Woodland Giants****Summer Planting**Trees – Measure, age, make a nurseryMake observations of animals, plants and explain why some differences have occurred.Talking about changes.Signs of summerLooking after our world – recycling, re-using, picking up litterTree, Leaf, Stick idials | **If I had wings****Birds – nesting** **(Observe the House Martins) Butterflies and moths**Migration/FlightKnows about similarities and differences with environments, materials, living things, places, people. Talk about features of their own immediate environment and how environments might vary from one another |
| **Technology** | Investigate toys that use ICT or have moving partsShows skill in making toys work by pressing parts or lifting flapsMake a beebot moveMoving objects on the screen (IPAD) | Why do things happen and how do things work?Using simple ICT equipment – take photos, turn on cd playerUsing tablet/laptop with age appropriate softwareDouble clicking***e-safety***Being kind to friends, being careful with technology devices | Knows that information can be selected from the computerCompletes a simple program on a computerLogging in using lanyards and click and dragUsing a drawing package – make shapes, change colours, add text***e-safety*** Asking an adult when you want to use the internet | Understanding that technology is all aroundSelect and use technology for a purpose – ID minibeasts, photos, video clips, vlog, show***e-safety*** If anything worry’s you on the internet tell and adult. | Leaf ID – app on tabletMaking choices about buttons and icons to touch or click onLogging on independentlyChoosing the apps you know are safe***e-safety***Talk amount the amount of time I spend using a computer /tablet/games console | Bird song – app on tableBird song book – soundsTaking photos/video of birdsRecognising that a range of technology is used inplaces such as homes and schools. They select and use technology for particular purposes**.*****e-safety***Using a safe part of the internet to play and learn e.g. cbeebies, youtubekids |
| **Area of Learning and Development** | **Aspects** | **Autumn** | **Spring** | **Summer** |
| **Expressive Arts and Design** | **Exploring and Using Media and Materials****Being Imaginative** | Learn new songsVarious crafts including Self portraitMaking facesLeaf people and animals | Learn new songs including Christmas songs and nativity songsVarious autumn/animals craftsFirework pictures | Learn new songsMusic - Tap out repeated rhythms and move in response to music, make up own rhythmsVarious mammal crafts | Learn new songsBe a centipede – join children and walk togetherVarious minibeast craftsAct out stories | Learn new songsMusic – experiment with different instrumentsVarious tree craftsMake a leaf man | Listen to Peter and the wolf orchestra music.Re-create the story with our own instrumentsChildren create their own songs and add their own musicCreate own art pieces and explain themRepresenting their own thoughts |
| **Maths** (All areas of maths taught throughout the year using a weekly focus number) | **Numbers****Shape, Space and Measure** | 0-3 | 4-6  | 7-9 | 10 | 11-15 | 16-20  |
| Using/Creating stories and rhymes to explore numbers/Problem Solving and Investigation Numberblocks Number formation Order numbers Recognise numerals Part/Part Whole More/less, Add and subtract Money vocabulary Recognise and describe coins Doubling, halving, sharing Count objects 1-1 Weighing in play Large/small construction Water play – capacity Measure for a purpose (size vocab) Match numerals to objects Observe/Describe patternsRecognise and name shapes Describe shapes (2D/3D) Build with shapes/everyday objects Estimate (Estimation station) Outdoor Maths Position/Direction Using 5 frames/10 frames Subitising (dice patterns then at least to 5) Number bonds to 10 Everyday time vocabulary (today, yesterday, soon, later, now etc)  |
| **Area of Learning and Development** | **Aspects** | **Autumn** | **Spring** | **Summer** |
| **Literacy** |  **Reading** | **Key focus texts** Where the wild things are, Handa’s Surprise, The Little Red Hen**Topic texts** (All about me)Kitchen Disco, Body/health fact books, You Choose, **Aut term page turners**Mr Gumpy’s Outing Bringing the Rain to Kapiti Plain**Class chapter Book**The Owl who was afraid of the darkListen to/look at books, hold them the correct way up and read from left to writeRetell stories in own words using picturesRetell Little Red HenExtend vocabulary e.g. big (enormous, massive), happy (delighted, excited)Clap SyllablesRead wild thing labels | **Key focus Texts**I am Henry Finch, Stick Man, The Gingerbread Man**Topic texts** (Traditonal tales and Christmas)Nativity story, The snail and the whale, 3 little Pigs, Jack and the Beanstalk**Class chapter Book**The Owl who was afraid of the DarkRhyming wordsJoin in with repeated parts of stories e.g. run, run as fast as you can.Retell Gingerbread ManHF words – on keyringsRead simple sentencesOrally saying sentences | **Key focus Texts**The Magic Paintbrush, Mr Wolf’s Pancakes The Enormous Turnip**Topic texts**(mega mammals)Nutty Nut Chase, The Gruffalo,Gruffalo’s Child, Percy the Park keeper, Animal fact books **Spr term page turners**The Wild Woods, Rosie’s walk**Class chapter Book**Mrs Pepperpot StoriesListen to and predict stories. Suggest endingDescribe setting, events and main charactersSequence pancake recipeRetell Enormous Turnip HF words – on keyringsRead simple sentences | **Key focus Texts**The Tiny Seed, The Hungry Caterpillar, 3 Billy Goats**Topic texts**(Minibeasts)What the Ladybird Heard, I love Bugs, SuperwormMinibeast fact books **Class chapter Book**Mrs Pepperpot storiesRead and understand simple sentencesUse information booksRetell 3 Billy Goats GruffRead some irregular words | **Key focus Texts**Hairy Maclary from Donaldson’s Dairy, Bog Baby, Going for a song**Topic texts****(Woodland Giants)**Tree ID books,The wild woods**Sum term page turners****F**armer Duck **Class chapter Book**The Magic Faraway TreeRead and understand simple sentencesDemonstrate understanding of what they have readRetell Going for a song | **Key focus Texts**So Much, Owl Babies Peter and the Wolf **Topic texts****(If I had Wings)**The odd egg,The ugly ducklingBird fact books**Class chapter Book****The** Magic Faraway TreeDescribe main events in the story. Use tenses correctlyRead phonetically regular words more than 1 syllableRetell peter and Wolf Read many irregular HF wordsUse phonics, semantic and syntactic knowledge to understand unfamiliar vocab |
| **Writing** | Write name (copy)Begin to write independently in play – for a purpose (lists, recipes, café orders, signs, labels)Introduce Where, when, what, who pictures to begin recounting orally e.g. I played with, I went to..Letter formation using Read Write Inc (RWI)Write simple wordse.g. dad, patWrite labels for wild thingsWRITE DANCE | Correct letter formationIndependent simple recount writing Write a spellWrite a listWrite Christmas cardsWrite thought bubbles, lists, commands, letters of advice, questions, notesWRITE DANCE | Write some simple words Valentine’s cardsSequence a pancake recipeCreate animal fact filesCreate a british mammal fact fileWrite own name correctly Begin to write captionsWRITE DANCE | Attempt to write simple sentences using phonic knowledgeCreate a minibeast fact file Easter CardsCreate storymapsWRITE DANCE | Begin to write along linesCreate tree/leaf fact files Leaf labelsFather’s day cardsWrite outside with sticksWrite irregular common words (red words)Write sentences that they and others can readWRITE DANCE | Create Bird fact files Write to the new reception children Use key features of narrative in writing(Use storywords in stories) Speech bubbles for owl BabiesCreate stories from story mapsSpell phonetically regular words of more than 1 syllableSpell many irregular HF wordsWRITE DANCE |
| **Literacy** | **Phonics** | Baseline | Set 1 m a s d t i n p g o c k u b f e l h sh r j v y w th z chq u x ng nk | Set 2 ay ee igh ow oo oo ar or air ir ou oy | Polysyllabic words, Narrative phrases, Building sentences  |
| Rhythm and rhyming Oral segmenting and blendingHear initial sounds in wordsSort objects according to beginning soundBuild sentences orally | Hears and says initial sounds in wordsCan segment the sounds in simple words and blend them together and knows which letters represent some of themLinks sounds to letters, naming and sounding the letters of the alphabetBegins to read words and simple sentences (Dittys) | Use phonic knowledge to decode regular words and read them aloud accuratelyDittysCVCC – p-o-n-d, ch-o-m-p, b-e-n-chCCVC – s-p-o-t, sh- r-e-d, t-r-a-ck | Read and understand simple sentencesRead some common irregular wordsUse phonic knowledge to write words that match their spoken soundsAttempt to write simple sentences/captions  | Writing common irregular wordsWrite simple sentences that can be read by themselves and others CCCVC – s-p-l-a-shCCVCC – c-r-u-s-tCCCVCC – s-c-r-u-n-ch | Some words are spelt correctly and some are phonetically plausible |