Goldfinch Class (YR) Long Term Planning

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|  | | **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 Day  Easter | | | | | | Father’s Day | | | |  |
| Possibilities for learning outside the classroom | | Season walk – Autumn  Apple pressing | | | | Dorchester  -Library  -Christmas Display | | | | | Season walk - Spring  Core Creative | | | | Carymoor | | | | | | Seasonal walk - summer  Pizza Express | | | | Kingcombe Centre  Lankham Bottom  RSPB nature reserve  Moths 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.jpg  Little Red Hen | | | | C:\Users\kwill\Desktop\dsfg.jpg  Gingerbread Man | | | | | C:\Users\kwill\Desktop\dsfg.jpg  Enormous Turnip | | | | C:\Users\kwill\Desktop\jhf.jpg  3 Billy Goats | | | | | | C:\Users\kwill\Desktop\fg.png  Going for a song | | | | C:\Users\kwill\Desktop\peter.png  Peter 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 relationships  I feel happy when…I feel sad when… etc  Use ‘Inside out’ characters to enhance learning (watch film) | | | | | | Feelings – Happy, Sad, Angry, frustrated, excited, disappointed etc  Working 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 others  Talking about own ideas | | | | Playing co-operatively with others.  Being confident to try new activities and say why they like/dislike them  Talk 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 instructions  Sensory activities – using describing words  Describing events in order | | | | | | Listening to stories – remembering events and characters  Understand 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 prompts  Linking sentences in speech with and and because | | | | Listening attentively and answer questions about stories  Following 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 Grade  Multiskills (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 circles  Copying name  **Health and Hygiene**  Washing and drying hands by themselves  Dressing 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 paper  Gaining 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 ball  Jumping 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 objects  Moving 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 targets  Moving 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 members  Understand 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 homes  Nocturnal/Diurnal animals | | | | **Mega Mammals**  **Spring planting**  How does a plant grow?  **British mammals**  Mammals – What is a mammal?  Signs of spring  BRITISH SCIENCE WEEK | | | | | **Minibeasts**  What is an insect?  Life cycles  (butterfly, ladybird, ant, bee)  Why are bees important – save our bees  How is honey made?  Using idials  Growth and decay | **Woodland Giants**  **Summer Planting**  Trees – Measure, age, make a nursery  Make observations of animals, plants and explain why some differences have occurred.  Talking about changes.  Signs of summer  Looking after our world – recycling, re-using, picking up litter  Tree, Leaf, Stick idials | | | | **If I had wings**  **Birds – nesting**  **(Observe the House Martins) Butterflies and moths**  Migration/Flight  Knows 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 parts  Shows skill in making toys work by pressing parts or lifting flaps  Make a beebot move  Moving objects on the screen (IPAD) | | | | | Why do things happen and how do things work?  Using simple ICT equipment – take photos, turn on cd player  Using tablet/laptop with age appropriate software  Double clicking  ***e-safety***  Being kind to friends, being careful with technology devices | | | | Knows that information can be selected from the computer  Completes a simple program on a computer  Logging in using lanyards and click and drag  Using 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 around  Select 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 tablet  Making choices about buttons and icons to touch or click on  Logging on independently  Choosing 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 table  Bird song book – sounds  Taking photos/video of birds  Recognising that a range of technology is used in  places 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 | | | |
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| **Expressive Arts and Design** | **Exploring and Using Media and Materials**  **Being Imaginative** | | Learn new songs  Various crafts including Self portrait  Making faces  Leaf people and animals | | | | | Learn new songs including Christmas songs and nativity songs  Various autumn/animals crafts  Firework pictures | | | | Learn new songs  Music - Tap out repeated rhythms and move in response to music, make up own rhythms  Various mammal crafts | | | | | Learn new songs  Be a centipede – join children and walk together  Various minibeast crafts  Act out stories | Learn new songs  Music – experiment with different instruments  Various tree crafts  Make a leaf man | | | | Listen to Peter and the wolf orchestra music.  Re-create the story with our own instruments  Children create their own songs and add their own music  Create own art pieces and explain them  Representing 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 patterns  Recognise 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 dark  Listen to/look at books, hold them the correct way up and read from left to write  Retell stories in own words using pictures  Retell Little Red Hen  Extend vocabulary e.g. big (enormous, massive), happy (delighted, excited)  Clap Syllables  Read 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 Dark  Rhyming words  Join in with repeated parts of stories e.g. run, run as fast as you can.  Retell Gingerbread Man  HF words – on keyrings  Read simple sentences  Orally 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 Stories  Listen to and predict stories. Suggest ending  Describe setting, events and main characters  Sequence pancake recipe  Retell Enormous Turnip  HF words – on keyrings  Read simple sentences | | | | | **Key focus Texts**  The Tiny Seed,  The Hungry Caterpillar, 3 Billy Goats  **Topic texts**  (Minibeasts)  What the Ladybird Heard, I love Bugs, Superworm  Minibeast fact books    **Class chapter Book**  Mrs Pepperpot stories  Read and understand simple sentences  Use information books  Retell 3 Billy Goats Gruff  Read 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 Tree  Read and understand simple sentences  Demonstrate understanding of what they have read  Retell 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 duckling  Bird fact books    **Class chapter Book**  **The** Magic Faraway Tree  Describe main events in the story. Use tenses correctly  Read phonetically regular words more than 1 syllable  Retell peter and Wolf    Read many irregular HF words  Use 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 words  e.g. dad, pat  Write labels for wild things  WRITE DANCE | | | | | | Correct letter formation  Independent simple recount writing  Write a spell  Write a list  Write Christmas cards  Write thought bubbles, lists, commands, letters of advice, questions, notes  WRITE DANCE | | | Write some simple words  Valentine’s cards  Sequence a pancake recipe  Create animal fact files  Create a british mammal fact file  Write own name correctly  Begin to write captions  WRITE DANCE | | | | | Attempt to write simple sentences using phonic knowledge  Create a minibeast fact file  Easter Cards  Create storymaps  WRITE DANCE | | Begin to write along lines  Create tree/leaf fact files  Leaf labels  Father’s day cards  Write outside with sticks  Write irregular common words (red words)  Write sentences that they and others can read  WRITE 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 Babies  Create stories from story maps  Spell phonetically regular words of more than 1 syllable  Spell many irregular HF words  WRITE 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 blending  Hear initial sounds in words  Sort objects according to beginning sound  Build sentences orally | | Hears and says initial sounds in words  Can segment the sounds in simple words and blend them together and knows which letters represent some of them  Links sounds to letters, naming and sounding the letters of the alphabet  Begins to read words and simple sentences (Dittys) | | | | | | | Use phonic knowledge to decode regular words and read them aloud accurately  Dittys  CVCC – p-o-n-d,  ch-o-m-p, b-e-n-ch  CCVC – s-p-o-t,  sh- r-e-d, t-r-a-ck | | | Read and understand simple sentences  Read some common irregular words  Use phonic knowledge to write words that match their spoken sounds  Attempt to write simple sentences/captions | | | | Writing common irregular words  Write simple sentences that can be read by themselves and others  CCCVC – s-p-l-a-sh  CCVCC – c-r-u-s-t  CCCVCC – s-c-r-u-n-ch | | | | Some words are spelt correctly and some are phonetically plausible | | |