


Goldfish Class Long Term Plan						
There is an enquiry question for each half term which will be used as a focus but planning will follow children's interests so there will be mini 'topics' throughout the year						
	Autumn		Spring		Summer	
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
Enquiry Questions	What makes me happy?	What is my favourite story and why?	How can we look after our world?	How can I keep myself healthy?	Where do wolves live in the world?	What lives outside our classroom?
PRIME AREAS						
Communication and Language Communication and language is developed throughout the year through high quality interactions, daily group discussions, circle time, stories, singing, speech/ language interventions, helicopter stories and tapestry time	Listening, Attention and Understanding Understand how to listen carefully and know why it is important. Speaking Talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Begin to understand how and why questions. Speaking Use new vocabulary throughout the day.	Listening, Attention and Understanding Learn to ask questions to find out more. Speaking Talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Retell a story and follow a story without pictures or props. Speaking Engage in non-fiction books and to use new vocabulary in different contexts	Listening, Attention and Understanding Be able to understand a question such as who, what, where, when, why and how. Speaking Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Use talk in sentences using a range of tenses.
<p>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
Personal Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through continuous provision, circle times, social stories, ELSA support, Kapow sessions, diversity stories and Tapestry Time	KAPOW - My Feelings 'The Colour Monster' Self-Regulation Be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Learn to wash their hands independently. Building Relationships Seek support from adults and gain confidence to speak to peers and adults.	KAPOW- Special Relationships Self-Regulation Talk about how they are feeling and to consider others feelings. Managing Self Understand the need to have rules. Building Relationships Begin to develop friendships.	KAPOW- My Family/Friends Self-Regulation Be able to focus during longer whole class lessons. Managing Self Begin to show resilience and perseverance in the face of a challenge. Building Relationships Be able to use taught strategies to support in turn taking.	KAPOW- My Well being Self-Regulation Identify and moderate their own feelings socially and emotionally. Managing Self Develop independence when dressing and undressing. Building Relationships Listen to the ideas of other children and agree on a solution and compromise.	KAPOW - Taking on Challenges Self-Regulation Be able to control their emotions using a range of techniques. Managing Self Manage own basic needs independently. Learn to dress themselves independently. Building Relationships Learn to work as a group.	KAPOW- Listening and Following instructions Self-Regulation Be able to follow instructions of three steps or more. Managing Self Show a 'can do' attitude. Understand the importance of healthy food choices. Building Relationships Have the confidence to communicate with adults around the school.
<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>						

Physical Development Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Storycises, Dough Disco, Squiggle While You Wiggle.	Swimming/REAL PE stories <i>Introduction to Trim Trail</i>	REAL PE stories <i>Parachute games/Outdoor equipment</i>	REAL PE stories <i>Gymnastics</i>	REAL PE stories <i>Invasion games (hand)</i>	REAL PE stories <i>Swimming/Athletics</i>	REAL PE stories <i>Swimming/Striking and Fielding</i>
	Gross Motor Learn to move safely in a space. Balance and co-ordination	Gross Motor Explore different ways to travel using equipment. Dynamic balance Agility Static balance seated	Gross Motor Balance on a variety of equipment and climb. Safe jump/land from height. Dynamic balance Static balance	Gross Motor Be able to control a ball in different ways. Counter balance in pairs	Gross Motor Move safely with confidence and imagination, communicate ideas through movement. Co-ordination with equipment Agility, reaction, response	Gross Motor Be able to play by the rules and develop coordination. Agility - ball chasing Static balance Floor work
	Fine Motor Begin to use a tripod grip when using mark making tools.	Fine Motor Accurately draw lines, circles and shapes to draw pictures.	Fine Motor Handle scissors, pencil and glue effectively.	Fine Motor Use cutlery appropriately.	Fine Motor Learn to hold scissors correctly and cut out small shapes.	Fine Motor Form letters correctly using a tripod grip.
Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Hold pencil effectively in preparation for fluent writing - use tripod grip in almost all cases; - Use range of small tools, inc scissors, paint brushes,cutlery; - Begin to show accuracy/care when drawing.						
SPECIFIC AREAS						
Literacy Children will have regular sessions for pre-writing skills (see above) Children will begin the year with a writing project - (book making club) then continue the year with drawing club and helicopter stories	Comprehension Independently look at a book, hold it the correct way and turn pages.	Comprehension Engage and enjoy an increasing range of books.	Comprehension Act out stories using recently introduced vocabulary.	Comprehension Be able to talk about the characters in the books they're reading.	Comprehension Retell a story using vocabulary influenced by their book.	Comprehension Answer questions about what they have read.
	Word Reading Being to learn the set 1 single sounds. Play Fred games to help oral blending	Word Reading Recognise and say set 1 single sounds and learn the set 1 special friends (digraphs)	Word Reading Segment and blend sounds together to read words.	Word Reading Recognise some digraphs and blend to read in simple words. Read simple sentences.	Word Reading Learn set 2 digraphs Read simple sentences containing set 1 special friends	Word Reading Read books matched to their phonics ability.
	Writing Give meanings to the marks they make.	Writing Begin to form some letters correctly	Writing Begin to write words representing the sounds with a letter/s	Writing Write labels, representing the sounds with a letter/s.	Writing Write words which are spelt phonetically.	Writing Write simple phrases and sentences-use recognisable letters/sounds.
Books linked to enquiry question	Aliens love underpants Dinosaurs love underpants Pirates love underpants Hairy Maclary from donaldson's dairy Halibut Jackson Monkey Puzzle Oi Frog Superkid The Bumblebear The Little Red Hen	(Children bring favourite books to share) Beegu Charlie cook's favourite book Charlie Crow in the snow Meg/Mog Room on a Broom Stick Man The Gingerbread Man The Jolly Postman What do you see when you look at a tree? Zog	Here we are Holiday on Earth Mr Wolf's pancakes The Big pancake Somebody crunched Colin Somebody swallowed Stanley The Bog Baby The flower Things I love about trees The Shark in the Dark The Tin forest The Wild woods We're going on a bear hunt	Chicken's can't see in dark Give us a smile Cinderella Gus and Button Handa's surprise I will never eat a tomato Jack and the Beanstalk Lighthouse keepers L/P Oliver's fruit salad Oliver's Vegetables The Enormous Turnip The Extraordinary Gardener The Growing story The Tiny Seed	Follow the leader Goldilocks and the 3 bears Little Red Riding Hood Little Red Once upon a time Peter and the Wolf The three little pigs The three Horrid pigs The Gruffalo The Gruffalo's Child The Tiger who came to tea	A friend for Howard Anansi the Spider Bat learns to dance I am Henry Finch I love Bugs Owl Babies Superworm The Teeny weeny tadpole The Snail and the whale The Very Hungry Caterpillar The Very lazy ladybird What Ladybird Heard

Chapter books		The Owl who was afraid of the Dark		Mrs Pepperpot's adventures		Winnie the Pooh	
<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: 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>							
<div>Maths</div> <div></div> <div>Children will have adult led sessions to teach the main maths concepts</div> <div>These concepts will then be consolidated during play and learn time</div> <div>Numberblock episodes will be used throughout the year</div>	<div>Subitising</div> <div>Subitising within 3</div> <div>Counting Ordinality Cardinality</div> <div>Focus on counting skills</div> <div>Composition</div> <div>Explore how all numbers are made of 1s. Focus on composition of 3, 4</div> <div>Subitising</div> <div>Subitise objects and sounds</div> <div>Comparison</div> <div>Comparison of sets - 'just by looking' Use language of comparison 'more than, fewer than'</div> <div>Measure and patterns</div>	<div>Counting, Ordinality Cardinality</div> <div>Focus on counting skills</div> <div>Focus on 'five-ness of 5" using one hand/the die pattern for 5</div> <div>Comparison</div> <div>Comparison of sets - by matching</div> <div>Use the language of comparison</div> <div>'more than, fewer than, an equal number'</div> <div>Composition</div> <div>Explore the concept of 'whole' and 'part"</div> <div>Composition</div> <div>Focus on composition of 3,4, 5</div> <div>Counting, Ordinality Cardinality</div> <div>Practise objects counting skills</div> <div>Match numerals to quantities within 10.Verbal count beyond 20</div> <div>Circles, Triangles, shapes with 4 sides</div>	<div>Subitising</div> <div>Subitise within 5</div> <div>focusing on die patterns</div> <div>Match numerals to quantities within 5</div> <div>Counting, Ordinality Cardinality</div> <div>Counting - focus on ordinality and 'staircase' pattern</div> <div>See that each number is 1 more than the previous number</div> <div>Composition</div> <div>Focus on 5</div> <div>Focus on 6 and 7 and '5 and a bit'</div> <div>Composition</div> <div>Compare sets and use language of comparison 'more than, fewer than, an equal number to'</div> <div>Make unequal sets equal</div> <div>Mass, capacity, length, height, time</div>	<div>Counting, Ordinality Cardinality</div> <div>Focus on 'staircase' pattern and ordering numbers</div> <div>Comparison</div> <div>Focus on ordering of numbers to 8</div> <div>Use language of 'less than'</div> <div>Composition</div> <div>Focus on 7 Doubles - Explore how some numbers can be made with 2 equal parts</div> <div>Composition</div> <div>Sorting numbers according to attributes - odd and even numbers</div> <div>Explore 3D shapes</div>	<div>Counting, Ordinality Cardinality</div> <div>Counting - larger sets and things that cannot be seen</div> <div>Subitising</div> <div>Subitising - to 6 including structured arrangements</div> <div>Composition</div> <div>Composition - '5 and a bit'</div> <div>Composition - of 10</div> <div>Comparison</div> <div>Comparison - linked to ordinality</div> <div>Play track games</div> <div>Manipulate, compost and decompose</div>	<div>Introducing the Rekenrek</div> <div>Subitise to 5</div> <div>Introduce the rekenrek</div> <div>Review and Assess</div> <div>Automatic recall of bonds to 5</div> <div>Review and Assess</div> <div>Composition of numbers to 10</div> <div>Review and Assess</div> <div>Comparison</div> <div>Review and Assess</div> <div>Number patterns</div> <div>Counting</div> <div>Visulaise, build and map</div>	
	<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
Understanding the world	PCC RE	<div>Special people</div> <div>What makes people special?</div>	<div>Christmas</div> <div>What is Christmas?</div>	<div>Celebrations</div> <div>How do people celebrate?</div> <div>Celebrations in different cultures and world views</div>	<div>Easter</div> <div>What is Easter?</div>	<div>Stories</div> <div>What can we learn from stories?</div>	<div>Special Places</div> <div>What makes places special?</div>
	Past and Present	History big concepts - Chronology					
		<div>Sense of past</div> <div>Who is in my family?</div> <div>My family past</div> <div>Introduce seasons, visual timetable, birthday cycle, days of the week cycle</div>	<div>Sense of past</div> <div>Black History Month - Floella Benjamin - Coming to England</div>	<div>Continuity/change over time</div> <div>What did the tree see?</div> <div>What changed?</div> <div>What stayed the same?</div> <div>What have I seen?</div> <div>How have I changed?</div> <div>What can I do now that I couldn't do before?</div> <div>International Women's day</div> <div>Stories of inspirational women</div>	<div>Continuity/change over time</div> <div>Artefacts</div> <div>How have telephones changed?</div> <div>How has the way people listen to music changed?</div> <div>Significant Musicians - David Bowie Ella Fitzgerald</div>	<div>Sense of past</div> <div>Stories from the past/present</div> <div>How can we listen to stories?</div> <div>How did people listen to stories in the past?</div> <div>How are the stories the same/different?</div>	<div>Similarities/Differences</div> <div>How have vehicles changed?</div> <div>Amelia Earhart</div>

	People Culture Communities	Introduce globe/atlas Where have you been? What was it like? Who lives with me in my home? How does it compare to other homes/families around the world? Follow simple directions	Journeys from stories Draw simple maps from stories Talk about features of own environment	Look at signs and symbols on maps Spot features on a local map Use maps to find our way around our local area	Create a fitness trail Where does our food come from? Look at food labels - match to a map What are these countries like? How are they similar/different to where we live?	Where do wolves/bears live? What is it like there? Traditional stories around the world How are the stories the same/different? Different viewpoints in stories	Follow maps/directions Identify map symbols and what they mean What do our road signs mean? Understand that some places are special to people
	Natural World	Seasonal changes Autumn Begin using weather chart Use senses to explore Natural collections How to use ID charts, idials - leaves and seeds	Autumn Winter Migration/Hibernation Observational drawings Name and describe some animals/plants British mammals States of matter	Seasonal changes Winter ID leaves, trees, animals tracks Growing (plants/animals) How do we change as we grow? Looking after our world and the living things in it	Spring ID and observational drawings of spring flowers Being healthy Brushing our teeth, Digestion Parts of the body Growing plants What do plants need to grow?	Seasonal changes Spring ID trees, flowers, animals, bees, spring flowers British mammals Materials and their properties What animals DO live in our woods?	Seasonal changes Summer ID - butterflies, minibeasts Making observations Minibeast investigations Life cycles Food chains Animal babies

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and design	Creating with Materials	Cooking Artist study Andy Goldsworthy using nature Wassily Kandinsky - circles Explore workshop freely Using natural materials	Cooking Follow workshop rules Leaves, Christmas, Fireworks	Cooking Artist study Henri Matisse -cut outs. Piet Mondrian -straight lines/squares Spring painting, Colour mixing, Building bridges	Cooking Food tasting, planting and Artist study Saxton Freymann , - food art Prasun Balasubramian - Mandalas Vegetable creations Easter/Mothers day	Cooking Design wolf trap Design a house for pigs Father's day cards	Cooking Artist study Georges Seurat - pointillism on a bird house Eric Carle Minibeast crafts Bird crafts
	Music/ Singing	Nursery rhymes Sound matching games Sing up I've got a Grumpy Face Sorcerer's apprentice	Christmas/Nativity songs Learn firework song/dance Sing up Witch, witch Row your boat	Play instruments differently Sing up Bird spotting - cuckoo polka, Shake my sillies out	Tap out rhythms Sing up Up and down, 5 fine bumblebees	Perform to others Recite many Nursery rhymes Sing up Down there under the sea, It's oh so quiet	'Do the minibeast' Peter and the Wolf story Sing up Slap clap clap, bow bow bow Belinda

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music