

Literacy/Phonics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes	<u>All About Me...</u>	<u>...and My World</u>	<u>Once upon a time...</u>	<u>Watch Us Grow...</u>	<u>Roarsome Dinosaurs</u>	<u>Wish you were here?</u>
Book Hooks	<p>Fiction: 'Colour monster' by Anna Llenas 'Paper Dolls' by Julia Donaldson 'Look up!' by Nathan Bryon 'Mae among the stars' by Roda Ahmed</p> <p>Non-Fiction: All kinds of feelings - Emma Brownjohn We're Different, We're the Same - Sesame Street</p>	<p>Fiction: 'Rosie's Walk' by Pat Hutchins 'We're Going on a Bear Hunt' by Michael Rosen 'The Nativity story'</p> <p>'The Story of Rama and Sita' - Diwali</p>	<p>Fiction: <u>Traditional Stories</u> 'Goldilocks' 'Goldiluck and the three pandas' '3 Little Pigs'</p> <p>Non-Fiction: Books about China/Chinese new year</p>	<p>Fiction: 'Supertato' 'Supertato Veggies Assemble' 'Supertato Carnival of Catastrophe' (all by Sue Hendra and Paul Linnet)</p> <p>Non-Fiction: 'I eat Vegetables' by Hannah Tofts</p>	<p>Fiction: 'How to grow a Dinosaur' by Caryl Hart and ed Eaves 'Dinosaurs love Underpants' by Claire Freedman and Ben Cort</p> <p>Non-Fiction: 'Dinosaurs' by Stephanie Turnbull (Usbourne Beginners) 'My Bean Diary' by Rhonda Jenkins</p>	<p>Fiction: Poles Apart' 'Augustus and His Smile' 'The Koala Who Could' 'Why Anansi has 8 long, thin legs...' 'We're Roaming in the Rainforest'</p> <p>Non-Fiction: Maps and atlases, brochures, postcards</p>
Phonics	Base line Phase 2	Phase 2	Phase 3	Phase 3	Phase 3 consolidation/ Phase 4	Phase 4 consolidation
Reading	<p>Baseline assessments</p> <p>Hears & says the initial sound in words.</p>	<p>Can segment the sounds in simple words & blend them together & knows which letters represent some of them. Links sounds to letters, naming and</p>	<p>Begins to read words & simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Enjoys an increasing range of books. ELG - Children read & understand simple sentences. They use phonic knowledge to decode regular</p>	<p>Knows that information can be retrieved from books & computers.</p>	<p>ELG - They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>

		sounding the letters of the alphabet.		words & read them aloud accurately.		
Writing	<p>Baseline assessments</p> <p>Gives meaning to marks they make as they draw, write & paint. Continues a rhyming string.</p>	<p>Begins to break the flow of speech into words. Can segment the sounds in simple words & blend them together. Writes own name and other things such as labels, captions.</p>	<p>Links sounds to letters, naming & sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Attempts to write short sentences in meaningful contexts.</p>	<p>ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p>	<p>ELG: They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.</p>

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes	All About Me...	...and My World	Once upon a time...	Watch Us Grow...	Roarsome Dinosaurs	Wish you were here?
Listening and attention	Listening games Maintains attention, concentrates & sits quietly during appropriate activity.	Making biscuits Two-channelled attention - can listen and do for a short span.	Read a range of traditional stories to the children ELG - They listen to stories accurately anticipating key events and respond to what they hear with relevant comments.			Travel agents Role play requiring chn to listen to each other and make notes etc. ELG - They give their attention to what others say and respond appropriately, while engaged in another activity.
Understanding	Colour monster - How did you feel when....? Has anyone else felt like that? Listens and responds to ideas expressed by others in conversation or discussion.	Christmas jokes/Elfie selfie station Understands humour, e.g. nonsense rhymes, jokes. Making biscuits Responds to instructions involving a two-part sequence.		Retelling a supertato story (with familiar characters) without the book Able to follow a story without pictures or props.	Making salt dough fossils ELG - Children follow instructions involving several ideas or actions.	How is there life different to those who live in other countries? ELG - They answer 'how' and 'why' questions about their experiences & in response to stories or events.
Speaking	Role play/Home corner Uses language to imagine & recreate roles and experiences in play situations.	Discussions around children's own walk/journey to school Links statements and sticks to a main theme or intention.	T4W Goldilocks Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.	Superhero small world linked to Supertato ELG - They develop their own narratives and explanations by connecting ideas or events.	What did the dinosaurs eat? ELG - They use past, present and future forms accurately when talking about events that have happened	ELG - Children express themselves effectively, showing awareness of listeners' needs.

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	Colour monster Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Winter small world Introduces a storyline or narrative into their play.			or are to happen in the future.	
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Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Possible themes</u>	<u>All About Me...</u>	<u>...and My World</u>	<u>Once upon a time...</u>	<u>Watch Us Grow...</u>	<u>Roarsome Dinosaurs</u>	<u>Wish you were here?</u>
Moving and handling	<p><u>Baseline</u> Shows a preference for a dominant hand.</p> <p>PE/Outdoor Move like the jungle animals Experiments with different ways of moving. Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>PE/Outdoor Apparatus Jumps off an object and lands appropriately.</p> <p>Models of local buildings Handles tools, objects, construction & malleable materials safely & with increasing control.</p> <p>Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p>	<p>PE/Outdoor Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Dragon dance - Experiment with different ways of moving. Making dragons Uses simple tools to effect changes to materials.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>PE/Outdoor Yoga Travels with confidence & skill around, under, over and through balancing & climbing equipment</p>	<p>PE/Outdoor Apparatus Travels with confidence & skill around, under, over and through balancing & climbing equipment.</p> <p>Excavating chocolate chips from cookies Handles tools, objects, construction & malleable materials safely & with increasing control.</p>	<p>PE/Outdoor ELG:Children show good control & co-ordination in large & small movementsThey move confidently in a range of ways, safely negotiating space. ELG: They handle equipment and tools effectively, including pencils for writing.</p>

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<p>Health and self-care</p>	<p><u>Baseline</u> Usually dry & clean during the day.</p> <p>Classroom setup talks with children Shows understanding of how to transport & store equipment safely.</p>	<p>Forest school Shows understanding of the need for safety when tackling new challenges, & considers & manages some risks.</p>		<p>Making soup/fruit salad Eats a healthy range of foodstuffs & understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health.</p>	<p>Keeping teeth clean (Dinosaur teeth)</p> <p>ELG - They manage their own basic hygiene (teeth) & personal needs successfully, including dressing & going to the toilet independently.</p> <p>Practices some appropriate safety measures without direct supervision.</p>	<p>Design healthy ice lollies</p> <p>ELG: Children know the importance for good health of physical exercise, & a healthy diet, & talk about ways to keep healthy & safe.</p>
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Personal, social and emotional development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Possible themes</u>	<u>All About Me...</u>	<u>...and My World</u>	<u>Once upon a time...</u>	<u>Watch Us Grow...</u>	<u>Roarsome Dinosaurs</u>	<u>Wish you were here?</u>
Managing relationships	<p><u>Baseline</u> Initiates conversations, attends to and takes account of what others say.</p> <p><u>Paper Dolls</u> ELG - They show sensitivity to others' needs and feelings, & form positive relationships with adults & other children.</p>		<p><u>Goldilocks P4C</u> Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p><u>Growing vegetables</u> Explains own knowledge and understanding, and asks appropriate questions of others.</p>	ELG - Children play co-operatively, taking turns with others.	ELG - They take account of one another's ideas about how to organise their activity.
Self-confidence and self-awareness	Confident to speak to others about own needs, wants, interests and opinions.	<p><u>BHM stars</u> Can describe self in positive terms and talk about abilities.</p>	<p><u>CNY e.g. Dragon dance</u> ELG - Children are confident to try new activities, & say why they like some activities more than others.</p>		ELG - They say when they do or don't need help.	ELG - They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need

						for their chosen activities.
Managing feelings	<p><u>RRS class charter</u> Aware of the boundaries set and of behavioural expectations in the setting.</p> <p>ELG - They work as part of a group or class, & understand & follow the rules.</p> <p><u>Feelings jar</u> ELG - Children talk about how they and others show feelings</p>	<p><u>BHM</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>		<p><u>What do we do about the Evil Pea? - Supertato</u> Beginning to be able to negotiate & solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>ELG - Children talk about their own and others' behaviour, and its consequences, & know that some behaviour is unacceptable.</p>	<p><u>Transition to Year 1</u> ELG - They adjust their behaviour to different situations, & take changes of routine in their stride.</p>

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Possible themes</u>	<u>All About Me...</u>	<u>...and My World</u>	<u>Once upon a time...</u>	<u>Watch Us Grow...</u>	<u>Roarsome Dinosaurs</u>	<u>Wish you were here?</u>
Numbers	Baseline Recognise some numerals of personal significance. Counts up to 3 or 4 objects by saying one number name for each item.	Selects the correct numeral to represent 1 to 5. Recognises numerals to 5. Count actions or objects that cannot be moved. Says the number that is one more than a given number. Finds one more and one less from a group of up to five objects.	Counts out up to six objects from a larger group. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them.	Counts objects to 10 and beginning to count beyond 10. Selects the correct numeral to represent 1 -10. Counts an irregular arrangement of up to 10 ten objects. Finds one more and one less from a group of up to 10 objects. Records using marks they can interpret and explain.	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them. <u>Early Learning Goal -</u> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	•Begins to identify own mathematical problems based on own interests and fascinations <u>Early Learning Goal -</u> They solve problems, including doubling, halving and sharing.
Shape, space and measure	Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total	Uses everyday language related to time. Orders and sequences familiar	Orders two items by weight or capacity. Measures short periods of time in	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical	<u>Early learning Goal -</u> They recognise, create and describe patterns. They explore characteristics of everyday objects and	<u>Early learning Goal -</u> Children use everyday language to talk about size, weight, capacity,

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	<p>number of items in two groups by counting all of them. Orders two items by weight or capacity</p>	<p>events - Make christmas biscuits. Measures short periods of time in simple ways.. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>simple ways. Uses everyday language related to time. Orders two or three items by length or height.</p>	<p>terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. <u>Visit the shop</u> Beginning to use everyday language related to money</p>	<p>shapes and use mathematical language to describe them.</p>	<p>position, distance, time and money to compare quantities and objects and to solve problems.Goal -</p>
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Understanding the world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Possible themes</u>	<u>All About Me...</u>	<u>...and My World</u>	<u>Once upon a time...</u>	<u>Watch Us Grow...</u>	<u>Roarsome Dinosaurs</u>	<u>Wish you were here?</u>
People and communities	<p>What family customs do they have? Enjoys joining in with family customs & routines. - Role play home corner to share own experiences.</p> <p>What makes them special? ELG: They know that other children don't always enjoy the same things and are sensitive to this.</p>		<p>Chinese New year assembly. Explore Chinese silks, artefacts, the country etc: ELG: They know about similarities & differences between themselves & others, & among families, communities & traditions.</p>			<p>Where have they been on holiday before? ELG: Children talk about past & present events in their own lives & in the lives of family members</p>

<p>The world</p>		<p>TRIP: Walk to local park and creating journey maps: ELG: They talk about the features of their own immediate environment & how environments might vary from one another</p> <p>Forest School Talk about change from Autumn to Winter: Looks closely at similarities,differences, patterns & change.</p>		<p>Growing potatoes: ELG - They make observations of animals & plants & explain why some things occur, & talk about changes.</p> <p>Forest School Talk about change from Winter to Spring: Looks closely at similarities,differences, patterns & change.</p>		<p>Postcards from other countries - ELG: Children know about similarities & differences in relation to places, objects, materials & living things. Features of own area and compare to features of other countries: Relating to each of the book hooks for different parts of the world.</p>
<p>Technology</p>		<p>Beebots: Build a model of the local park/ area for the Beebot to move around.</p>		<p>Use Chatterkid App to make their SuperVeg drawing talk: Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Look at different dinosaurs and find facts on the ipad: ELG: Children recognise that a range of technology is used in places such as homes & schools. They select and use technology for particular purposes.</p> <p>Andy's Prehistoric adventures game: Completes a simple program on a computer.</p>	
<p>RE Agreed Syllabus</p>	<p>Key Question: F2 Which</p>	<p>Key Question: F3 Which places are</p>	<p>Key Question: F1 Which</p>	<p>Key Question: F5 Where do we</p>	<p>Key Question: F4 Which times</p>	<p>Key Question: F6 What is special</p>

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for Trafford	people are special and why? Celebration: Diwali	special and why? Celebration: Christmas	stories are special and why? Celebration: Chinese New Year	belong? Celebration: Easter	are special and why? Celebration: Eid-UI-Fitr	about our World?
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Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes	All About Me...	...and My World	Once upon a time...	Watch Us Grow...	Roarsome Dinosaurs	Wish you were here?
Art skills	Developing drawing skills	Colour palettes	Texture and materials	Media - printing	Pattern	Form
Exploring and using media and materials	<p>Drawing people ELG: - They safely use and explore a variety of materials, tools and techniques, experimenting with design and drawing.</p> <p>Using different tools to draw: Experiment in sketch books with different types of drawing tools, Eg. pencils, crayons, charcoal, etc.</p>	<p>Autumn colours: Explores what happens when they mix colours.</p> <p>Transient Autumn art e.g. Andy Goldsworthy: Manipulates materials to achieve a planned effect.</p> <p>Autumn Collaging: Understands that different media can be combined to create new effects.</p> <p>ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour and texture.</p>	<p>Den building for 3 little pigs Constructs with a purpose in mind, using a variety of resources.</p> <p>Making Chinese dragons using joining and concertina techniques Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>CNY songs and dances: Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. ELG: Children sing</p>	<p>Fruit (and veg) Pastel drawings: Understands that different media can be combined to create new effects.</p> <p>Printing and colour mixing with natural materials: Explores what happens when they mix colours.</p> <p>Weaving Easter baskets: Selects appropriate resources and adapts work where necessary. Uses simple tools and techniques competently and appropriately. ELG: They safely use</p>	<p>Dino prints pattern using paints and stampers etc: Uses simple tools and techniques competently and appropriately.</p> <p>Making salt dough fossils: Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Building landmarks using construction materials (to experiment, build and destroy) and then clay (as final product): Constructs with a purpose in mind, using a variety of resources. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</p> <p>Design and create different types of transport: ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with form and function.</p>

			songs, make music and dance, and experiment with ways of changing them.	and explore a variety of materials, tools and techniques to experiment with colour, design & texture.		
Being imaginative	<p>Paper doll school uniform: Create simple representations of events, people and objects</p> <p>ELG - They represent their own ideas, thoughts and feelings through stories and role play (role play home area)</p>	<p>Autumn colours Chooses particular colours to use for a purpose.</p> <p>Transient Autumn art e.g. Andy Goldsworthy: Create simple representations of events, people and objects.</p> <p>ELG - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Chinese New Year story: Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative</p>	<p>Printing and colour mixing with natural materials: Chooses particular colours to use for a purpose.</p>	<p>Dinosaur Tuff tray: Plays alongside other children who are engaged in the same theme. Design your own Dino world. Dinosaur stomp dance and music. ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Travel agent role play area: Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>ELG - They represent their own ideas, thoughts and feelings through role play and stories.</p>