

Long term plan

Understanding of the World / Science	Nursery	Reception	Year 1
Autumn one (Animals including humans)	Main body parts. Know that seeds grow into plants.	Changes associated with Autumn Parts of the body. Name the five senses	Observe and describe weather and changes associated with seasons. Identify, name, draw and label parts of the bodies and say which part of the body is associated with each sense.
Autumn two (Plants)	Know how materials change when melting. Talk about natural materials.	Changes associated with Autumn Plant and care for seeds	Observe and describe weather and changes associated with seasons. Deciduous and evergreen trees. Name and identify trees. Label parts of a tree.
Spring one (Animals including humans)	Talk about different types of pets. Know how to care for animals.	Changes associated with Winter. Life cycle of Frogs. Know the parts of birds, fish and pets.	Observe and describe weather and changes associated with seasons. Describe and compare structure of a variety of common animals. Identify and name a variety of common animals.
Spring two (Plants)	Respect living things. Know how to care for animals.	Changes associated with winter / Spring. Life cycle of a chicken / duck. The life cycle of a sunflower.	Observe and describe weather and changes associated with seasons. Identify and describe the structure of common flowering plants.
Summer one (Everyday materials)	Investigate shadows. Explore materials and forces.	Changes associated with Spring/Summer. Magnets. Floating and sinking. Identify plastic and metal.	Observe and describe weather and changes associated with seasons. Distinguish between an object and the material from which it is made. Identify, name and describe the properties of different materials. Sort materials in different ways.
Summer two (Animals including Humans)	Life cycle of a butterfly. Plant and care for seeds and plants.	Changes associated with Summer. Care for plants. Know the habitats of minibeasts.	Observe and describe weather and changes associated with seasons. Identify and name common carnivores, herbivores and omnivores.

Understanding of the World / history	Nursery	Reception	Year 1
Autumn one (Changes in Living Memory)	Talk about family members. Investigate how toys from the past work.	Order the people in their family by age. Comment on toys from the past beginning to identify similarities and differences.	Order toys by age. Identify similarities and differences between toys of today and toys of the past. Sort toys in different ways.
Autumn two	Know about Poppy Day and Bonfire Night.		
Spring one (Changes in Living Memory)	Begin to sequence events in the day.	Know about differences between schools in the past and now. Know about Queen Victoria.	History of my local area. Changes in school and within the village over time.
Spring two			
Summer one (National historic event)	Begin to be able to order the seasons.	Compare fire engines from the past and today.	The Great Fire of London. Using different sources identify the causes of the fire and the effect it had on different people.
Summer two	Talk about their life and how they have changed.		

Understanding of the World / Geography	Nursery	Reception	Year 1
Autumn one	Begin to recognise and know who the staff members in the school are and what they do.		
Autumn two (Our Local Area)	Know the name of the village and school. Know some of the features of the village.	Know where they live and where the school is. Identify key features of the school and the village. Draw simple maps of the school and village.	Identify key human and physical features of the school and surrounding area. Identify landmarks on aerial photographs and maps. Create their own maps with a simple key,
Spring one		.	
Spring two (Our United Kingdom)	Know that a globe represents the earth, Recognise land and sea on a map / globe.	Locate the village in a simple map. Know where land, sea and rivers are on a globe / map. Talk about the seaside, cities, towns and villages on a map.	Know the points of a compass. Name and locate the 4 countries and capital cities of the UK and the surrounding seas.
Summer one	Show an interest in different occupations.		
Summer two (Our World)	Recognise the English flag. Know that there are hot and cold places in the world.	Name and locate Europe and Africa on a world map. Recognise the Uk on a map, Find out about the British Isles. Recognise similarities and differences between life in this country and in Africa.	Name and locate the 7 continents and 5 oceans. Recognise maps of the British Isles. Find out about the world.

RE is taught through the Emmanuel Project and is on a two-year rolling program.

Understanding of the World / RE	Nursery	Reception	Year 1
Autumn one What makes every single person unique and precious?	To know why and how Christians celebrate harvest.	Identify something special (unique) about them. Talk about a story from the bible. Identify something that happens to me now that didn't when I was little.	Remember a story from the Bible. Identify what the message behind a bible story is. Identify something precious to me. Identify some reasons why Christians think some words and stories are important.
Autumn two How can we help others when they need it?	To know that some people celebrate Diwali. Know that Christians celebrate Christmas.	Know that Christians pray as part of their religion. I can talk about The Good Samaritan, Know how I help others. Identify someone who is special because they help me.	Know that Christians use prayer to ask for God's help. Understand how lighting a candle in church is an important symbol. Retell the story of The Good Samaritan. Know how helping others is important and why people may need help.
Spring one Why do Christians pray to God and Worship him?	Know that saying Grace is a type of prayer.	Identify who and when we say thank you. Identify two reasons why Christians pray to God. Know that Christians have one special prayer. Identify some things that Christians do as part of Worship.	Identify different reasons why Christians pray. Identify different parts of Christian worship. I know what a disciple is. Talk about the meaning behind some of the Lords Prayer.
Spring two Why do Christians put a cross in the Easter Garden?	Know that Christians celebrate Easter.	Talk about the Easter story. Identify the cross as being important to Christians. Talk about something in a story that interests me. Identify what is important or special to me. Talk about a Buddhism story.	Retell the story of Easter. Use some of the words connected with Easter (bible, songs, Alleluia) Know why the cross is an important symbol for Christians. Identify whether being forgiven and having a new start is important to me and why. Retell a story from the Buddhism faith.
Summer one How does celebrating Pentecost remind Christians that God is with them always?	Know that Christians worship in a church.	Identify times when they feel lonely. Identify times when they have to wait. Talk about the story of ascension and identify how the disciples felt at different times. Talk about how Christians celebrate Pentecost.	Identify how they can help people when they feel lonely. Talk about what Jesus promised his followers. Talk about what Christians do to remember that God is always with them. Talk about the fruits of the spirit

<p>Summer two Why do Jewish families say so many prayers and blessings?</p>	<p>Create a short thank you prayer.</p>	<p>Know and explain the purpose of a Synagogue. Identify things they are thankful for. Know that Jews build Sukka's. Retell the Jewish story of creation</p>	<p>Talk about what happens on Shabbat. Know why Jews build a Sukkah. Identify when Jewish children say prayers and blessings. Identify how I can show someone I am thankful for what they do for me.</p>
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Understanding of the World / Computing	Nursery	Reception	Year 1
Autumn one	Explore how toys work using cause and effect.	Know how to take a photograph.	Technology around us.
Autumn two	Know how to use the interactive white board.	Know how to programme a bee bot.	Moving a robot Create, debug and predict simple algorithms using programmable toys.
Spring one	Know how to operate wind-up toys and pulleys.	Know how to log into Tapestry.	Digital painting. To use a computer to paint a picture.
Spring two	Know how to play interactive games on tablets / whiteboards.	Upload photos onto tapestry.	Grouping data Group and count data.
Summer one	Know how to make digital art using whiteboard/tablets	Know how to make digital art.	
Summer two	Know some simple rules to use when using digital resources.	Know how to record a short video.	Animations Create, debug and predict simple algorithms using scratch.

Understanding of the World / Internet safety	Nursery	Reception	Year 1
Autumn one (Self Image and Identity)		Understand offline and online. Know what to do if they feel uncomfortable or worried.	I know that people can be unkind online. I know what to do if I feel worried, upset, sad, uncomfortable or frightened,
Autumn two (Online relationships)		Know that internet can be used to communicate with others.	I know when I should ask for permission, to do something online. With adult support, I can use the internet to communicate with people I know. I understand why it is important to be considerate and kind when online
Spring one (Online Reputation)		Identify ways that I can put things on the internet.	I know information can stay online and be copied. I know what information I should ask an adult before putting online.
Spring two (Online Bullying)		Know how others can be unkind online. Identify how this makes people feel.	I know how to behave online without upsetting others.
Summer one (Privacy and Security)			I know how passwords are used to protect accounts, information and devices. I can recognise personal information that is personal to someone. I know that I have to ask an adult before sharing any personal information online.
Summer two (Managing Online Information)		I know how the internet can be used to find information. I can identify devices I can use to access information online.	I know how to find information using digital technologies. I know that online there are a range of things including things we don't like, are not real or are make believe. I know how to get help if I see things that worry, frighten or make me feel uncomfortable.

Music is taught on a two-yearly cycle using Charanga.

Expressive Arts and Design (Music)	Nursery	Reception	Year 1
Autumn one	Join in with songs and rhymes, making some sounds. Play instruments with increasing control. Take part in pretend play.	Children will join in with songs. Will develop storylines in their pretend play.	Identify a pulse. Copy a rhythm/pulse. Explore high and low sounds.
Autumn two	Learn some songs and rhymes. Develop stories using small world equipment.	Re-tell familiar stories. Expand the range of songs they know.	Identify and keep a steady rhythm / pulse.. Copy a rhythm Explore high and low sounds. Invent a pattern to go with a song.
Spring one	Learn songs and rhymes, singing the pitch of a tone sung by another person. Make their own small world scenarios.	Begin to find a pulse. Copy a rhythm. Express their feelings when listening to a range of music.	Know that there are different types of music. Begin to be able to identify instruments used in music. Improvise claps and musical responses.
Spring two	Draw to represent ideas like movement and loud noises. Play match sounds games.	Begin to find a pulse. Copy a rhythm. Talk about how music makes them feel.	Know that there are different types of music. Begin to be able to identify instruments used in music. Improvise claps and musical responses. To understand the word pitch.
Summer one	Listen to a range of instruments and express their ideas. Create their own tunes and songs.	Find a pulse. Learn and perform songs. Match a pitch.	Identify the features of pop music. Improvise with singing and musical instruments.
Summer two	Sing a large repertoire of songs. Listen to a range of instruments and express their ideas. Play instruments to express their feelings and ideas.	Find the pulse. Learn and perform songs. Match a pitch. Act out characters explored through familiar stories.	

Expressive Arts and Design (Art and design)	Nursery	Reception	Year 1
Autumn one (Drawing)	Large scale drawings and paintings. Free drawings with pencils.	Drawing / structures Draw a person. Give reasons for using utensils. Know how to use an oil pastel. Join items together using tape.	Drawing Mark making Bridget Riley
Autumn two (Printing)	Paint on the flat and at an easel. Explore materials and use them to create their own art.	Painting / Printing Mix primary colours to make secondary colours. Join with staples. Leaf rubbings / printing Draw settings.	Printing / Painting Plasticine printing. Melanie Goemans Mixing paints Paul Klee
Spring one	Explore colour mixing. Observational drawings.	3d – Junk modelling Experimenting with different ways to join.	Collage/textiles. Use man made materials to communicate ideas. Matisse.
Spring two	Paint with a range of tools. Use colours to express emotions in their art.	Textiles / Painting Weaving and threading with natural materials. Make different shades of colours. Use water colours.	Textiles and Drawing Weaving and threading. Mark making / shading Molly Hasland
Summer one	Paint on a range of different surfaces.	Collages	Structures. Boats – floating and sinking / waterproof.
Summer two	Explore various painting techniques. Andy Gildsworthy.	3D Know how to mould with plasticine and clay. Mono print.	Mechanisms / 3D Story books – sliders. Clay relief tile. William Morris.

Maths	Nursery	Reception	Year 1
Autumn one	Match. Make collections. Recite numbers in rhymes. Compare objects by size, length, weight and capacity,	Repeating patterns. Compare quantities, height, length and weight by direct comparison. Subitise to 3. Count to 5.	Subitise to ten. Partition numbers. Record calculations using +, _ and = sign. Compare heights, weights and capacities.
Autumn two	Subitise up to three objects. Discuss routes and positions.	Subitise to 5. Find one more and one less. Use a number track. Use positional language.	Numbers to 10. Addition and subtraction to 10. Position and direction.
Spring one	Show different ways to make numbers up to three. Use objects to make simple patterns.	Ordinal numbers. Compose numbers to ten on a tens frame and part whole model. Doubles. Odd and even numbers.	Numbers to 20 Ordinal numbers.
Spring two	Compare collections using 5 frames. Rote count to 10 in rhymes. Describe shapes.	Add and subtract numbers. Count to /from 20. Recognise coins.	Add and subtract one digit number from a two digit number. Find missing number calculations. Find number bonds to 20 using the knowledge of bonds to 10. Money.
Summer one	Number formation in mark making. Represent numbers to 10 on fingers. Combine shapes to make a new one. Describe a sequence of events.	Solve how many more problems. Solve missing number problems. Recognise equal and unequal groups.	Numbers to 50. Counting in 2's, 5's, 10's. Recognise and make equal groups through sharing.
Summer two	Begin to recognise numerals to 10. Notice and error in a simple repeating pattern.	Share items into equal groups. Explore time. Shape. Halves of numbers.	Fractions Time Shape

Literacy / English	Nursery	Reception	Year 1
Autumn one	<p>Begin to join in with simple repetitions in a story.</p> <p>Spot some rhymes.</p> <p>Clap syllables in words.</p> <p>Make marks using a variety of different media.</p>	<p>Engage in story times identifying the characters and settings.</p> <p>Orally blend and segment cvc words.</p> <p>Write initial sounds in words.</p> <p>Hold a pencil in a tripod grip.</p>	<p>Use new vocabulary appropriately.</p> <p>Read cvcc, ccvc, ccvcc, cccvc words.</p> <p>Orally compose their sentences before writing and use capital letters and full stops accurately.</p>
Autumn two	<p>Begin to use simple puppets to retell parts of well-known stories.</p> <p>Begin to recognise words with the same initial letter.</p> <p>Make marks in a variety of different ways.</p>	<p>Retell a story, identifying the key events using beginning, middle and end.</p> <p>Read cvc words containing the sounds already taught.</p> <p>Segment cvc words to write</p>	<p>Answer questions about texts verbally.</p> <p>Read all phase 5 set 1 sounds speedily.</p> <p>Include action verbs, adjectives to describe size, and use the conjunction 'and' to join clauses.</p>
Spring one	<p>Begin to use story words.</p> <p>Begin to orally blend cvc words.</p> <p>Explore writing letters in sensory materials.</p>	<p>Identify capital letters and lower case letters.</p> <p>Read some Phase 3 sounds.</p> <p>Begin to write simple labels and captions.</p>	<p>Link the meaning of new words to words already known.</p> <p>Read all phase 5 set 2 sounds speedily.</p> <p>Apply capital letters for names and places."</p>
Spring two	<p>Join in with repeated refrains.</p> <p>Know the names of different parts of books.</p> <p>Orally recognise and begin to match graphemes to the sounds.</p> <p>Use writing in their play.</p>	<p>Retell stories using story language.</p> <p>Read words with two or more digraphs.</p> <p>Write words with digraphs in.</p>	<p>Make predictions based on what has happened so far.</p> <p>Read all phase 5 set 3 sounds speedily.</p> <p>Apply the suffixes –s and –es to distinguish between plural nouns and third person present tense verbs.</p>
Summer one	<p>Take part in role play around well-known stories.</p> <p>Recognise their name.</p> <p>Identify initial sounds in words.</p> <p>Explore writing letters from their name#.</p>	<p>Retell stories using story maps.</p> <p>Read compound words.</p> <p>Independently write a short sentence with a full stop.</p>	<p>Make simple inferences based on what is being said.</p> <p>Read 60/70 words per minute.</p> <p>Use prepositions to describe time and place.</p>
Summer two	<p>Begin to create story maps.</p> <p>Identify the final sound in words.</p> <p>Write their name.</p>	<p>Make simple predictions about events in stories.</p> <p>Read words with long vowels and adjacent consonants.</p> <p>Write a short sentence with a capital letter and full stop.</p>	<p>Answer questions in full sentences.</p> <p>Read 70 words per minute.</p> <p>Apply the prefix 'un-' to change word meaning.</p>

Communication and language / Spoken language.	Nursery	Reception	Year 1
Autumn one	Know how to listen to a story. Begin to join in with songs and rhymes.	Understand how to listen carefully and understand why it is important. Develop social phrases.	Demonstrate active listening by looking at the speaker and nodding. Use precise vocabulary when describing feelings.
Autumn two	Understand a two-part instruction. Will know songs and rhymes.	Answer and ask 'why' questions. Describe events taking place in the school routine.	Follow two and three step instructions accurately. Speak clearly, using newly introduced vocabulary in a range of situations.
Spring one	Understand 'what' questions. Know and re-tell traditional tales.	Talk about key events in a story. Describe events in detail.	Demonstrate active listening by asking and answering questions. Begin to articulate and justify answers to questions using relevant conjunctions
Spring two	Understand 'when' questions. Form sentences of 4-6 words.	Identify the main characters in a story and talk about their feelings. Retell a known poem.	Ask relevant questions to extend their understanding and knowledge. Take turns and respond appropriately to discussions in small groups.
Summer one	Understand 'where' questions. Use the words 'because' and 'and' to join sentences.	Link events in a story to their own experiences. Speak in whole class sessions to share their experiences and interests.	Respond to others' ideas and comments. Begin to create their own short oral stories with a beginning, middle and end.
Summer two	Understand 'why' questions. Continue a conversation with a peer.	Hot seat characters in a story. Express ideas using past and present tense.	Consider and evaluate different viewpoints, building on the contributions of others. Build on what others have said, stating their opinion using sentence starters: "I think...", "I agree because...", or "I disagree because..."

PSED/PHSE	Nursery	Reception	Year 1
Autumn one Being Me in My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities		Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter
Autumn two Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself		Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone
Spring one Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals		Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success
Spring two Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety		Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness
Summer one Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying		Belonging to a family Making friends/being a good friend Physical contact preferences People who help us

	Being a good friend	Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Summer two Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition