## The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year

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| Title/Duration | Our Community / Autumn / Harvest | Festivals / Christmas | Winter /  Alien Invasion | New Life / Easter | Going Places | Under the Sea / At the seaside |
| Half Term Split | **Autumn 1** | **Autumn2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Focus Curriculum Principle | **Strong working partnerships**  **Promotes independence and curiosity** | **Valuing all children, learning is accessible to all**  **Promotes independence and curiosity** | **Coherent learning links and pathways**  **Promotes independence and curiosity** | **Challenging, engaging and motivating**  **Promotes independence and curiosity** | **Broad, relevant and balanced - Local, Mainland, Global**  **Opportunities for memorable experiences** | **High quality outcomes, deep learning**  **Promotes independence and curiosity** |
| The Big Questions | What is our local community and who/what is in it?  How do I get along with others in my class?  How do I make new friendships?  Are people all the same?  What change and patterns do we notice in the world and local community around us?  Learning about boundaries and expectations in school / making friends. | What celebrations to people mark?  Do all people follow the same celebrations?  What traditions, beliefs do your family follow?  Are there special foods / clothes that are used at certain times?  Why is our learning important?  Building key skills such as resilience, perseverance and respect to those around us, celebrating difference. | What changes are we noticing in our environment?  Explore the wider world and space.  Taking ownership of learning, negotiating in play and taking account of others’ ideas and feelings. | How are the seasons changing? What is happening in our local environment to nature and animals?  How do things grow?  How do we stay healthy? | Exploring the wider world.  What is family life like in other countries?  What types of homes do people live in?  What clothes do they wear?  What food do they eat?  What is it like in other countries?  Where have we been with our families?  How may we travel to different places?  Was it always easy to travel to different countries/locations? | What makes our island special?  How can we look after our island and animals – including sea life?  Exploring moving on – taking our next steps in our education. (transition) |
| Inspirational People |  |  | Mae Jemison – first African lady to travel to space. | David Attenborough | Amelia Earhart | David Attenborough |
| Maths  *Topic Links* | **Cardinality and Counting**  Exploring numbers 1 – 10.  Unpicking the quantity the numeral represents.  Count using 1:1 correspondence .  Count each object in a set only once, including non-linear arrangements.    Know the final number in a count is the quantity for the set.  Count out a quantity from a larger set.  Subitize quantities.  Recognise and order numbers.  Represent quantities with fingers.  Instantly recognise dice patterns. | **Cardinality and Counting**  Exploring numbers 1 – 10 continuation.  **Pattern**  Continue, copy and make patterns.  Spot and correct mistakes in patterns.  Identify unit of repeat.  Represent a pattern in different ways.  Patterns with non-identical items.  Make circular patterns.  Complete circular patterns with fixed spaces. | **Cardinality and Counting**  Exploring numbers beyond 10 (teen numbers).  **Comparison**  Choose to count to compare similar quantities.  Able to compare quantities with counter-intuitive perceptual clues e.g. 4 large objects and 5 small objects.  Know the quantity is unchanged if objects are rearranged  Know when there is an error in counting the final number is not the quantity for the set  Seeing a small set correctly counted backwards.  Cardinality and Counting | **Cardinality and Counting**  Exploring numbers beyond 10 (teen numbers).  **Composition incl.**  **Addition and Subtraction.**  Identify sub-groups in a context or photo, e.g. boys/girls and children.  Recognise a whole by visualising two parts e.g. 2-colour coins or beans, dominoes, irregular dot patterns.  Recognise quantities 6-10 in regular arrangements e.g. in 10-frames Recognise teen numbers as ‘10 and…’ using visuals e.g. 14 shown in a full 10-frame and 4 more Discern teens from tens numbers, e.g. 13 and 31 | **Cardinality and Counting**  Exploring numbers 1- 20 and beyond.  **Shape, Space**  Developing spatial awareness: experiencing different viewpoints.  Developing spatial vocabulary.  Shape awareness: developing shape awareness through construction.  Representing spatial relationship.  Identifying similarities between shape.  Showing awareness of properties of shape.  Describing properties of shape.  Developing an awareness of relationships between shapes. | **Composition**  **Measure**  Recognising attributes.  Comparing amounts of continuous quantities.  Showing awareness of comparison in estimating and predicting.  Comparing indirectly.  Recognising the relationship between the size and number of unit.  Beginning to use units to compare things.  Beginning to use time to sequence events.  Beginning to experience specific time durations. |
| Literacy  *Topic Links* | Phonics Phase 2 Developing large motor skills, coordination, hand strength. Looking at the letters in our names – learning to write our names.  Nursery Rhymes.  Learning to love books – linked to library visit and school library.  The Weather Monster – PSHE – linked to zones of regulation.  Traditional Tale – Goldilocks & the Three Bears.  Traditional Tale – Enormous Turnip and Little Red Hen – linked to Harvest learning.  Pumpkin Soup – linked to harvest and getting along. | Phase 3 Phonics – learning new sounds and using our phonics to write labels. Developing gross and fine motor skills.  Stick Man – Different uses for materials / making things for different uses in play.  Nativity linked story for performance. Singing our Christmas songs.  Traditional Tale – Rama and Sita linked to festivals.  Elmer Stories – It’s good to be different.  Gruffalo – linked to copse walks and exploring.  Gruffalo’s Child – links to winter/hibernation. | Phase 3 Phonics (including recaps of digraphs). Applying our phonics to write captions / looking at sentences. Developing gross and fine motor skills. Refining letter formation.  Bear snores on series – linked to seasonal change and animals / hibernation.  Traditional tale – The Snow Queen linked to winter.  Beegu – Looking after each other and being kind.  Non-Fiction stories linked to space.  Dragon stories and non-fiction stories about Chinese New year.  Mr Wolf’s Pancakes. | Application of Phase 3 phonics – embedding. Developing gross and fine motor skills. Refining letter formation.  Exploring sentence writing – real life writing opportunities, capital letters.  The Tiny Seed – looking at the cycle of plants through the seasons – linked to growing and harvesting.  Oliver’s vegetables – looking at growing and trying new things.  Traditional Tale – Ugly Duckling linked to new life.  Traditional tale – Jack and the Beanstalk linked to growing. | Progression onto Phase 4 (for those children who are ready). Applying our phonics throughout different genres / writing opportunities – real life purpose/application.  Giraffes Can’t Dance –everyone having a skill.  Mrs Armitage stories.  Non-fiction books linked to travel and the world.  Winnie the Witch stories  Rhyming words – Stories including: The Dog that Dug | Ongoing application and consolidation of our phonic skills. Sailor Ted Stories exploring the island.  Dinosaur stories and non-fiction books – linking to the Island’s dinosaur history.  The Snail and the Whale – looking at different sizes / exploring sinking / floating.  PSHE – The Lion Inside. |
| Communication & Language  Links to Literacy  Links to: (discussing / explaining our work)  History  Geography  Science  Computing  RE  Music (listening, repeating rhythms) | Talking about what we know and things that are special to us in our community.  Following instructions.  Learning new vocab through environment / topics. Exploring the meaning of new words. | Building attention, ability to listen and respond with relevant questions.  Speaking in a school group for performance.  Learning new vocab through environment / topics. Exploring the meaning of new words. | Show & Tell, holiday news – using past, present forms correctly.  Building attention, ability to listen and respond with relevant questions.  Learning new vocab through environment / topics. Exploring the meaning of new words. | Independent show & tell, responding with relevant questions, answering in full sentences giving listener information.  Developing confidence to talk to others about our own ideas. Developing language to explain our ideas.  Learning new vocab through environment / topics. Exploring the meaning of new words. | Learning new vocab through environment / topics. Exploring the meaning of new words. Using new vocabulary in our speech and writing.  Exploring questions further – asking and responding appropriately. | End of year celebrations – talking about successes; past and present tense.  Retelling and writing our own stories – developing narratives.  Learning new vocab through environment / topics. Exploring the meaning of new words. Using new vocabulary in our speech and writing. |
| Personal Social & Emotional  Links to  Computing  RE  History  Art (trying new things, Self confidence, self awareness)  Design Technology (trying new things, self confidence, self awareness) | Building relationships with new friends, initiating own ideas and activities.  Confident to try new activities and assert own personality in school.  Learning that not all children like the same things and develop sensitivity to this. | Talk about self in positive terms – what are we good at? Building confidence in self and understanding of different strengths and abilities.  Showing sensitivity to others interests and cultures / beliefs. | Showing sensitivity to others interests and cultures / beliefs.  Working as part of a group for the Chinese New Year Celebrations | Building confidence in a wider social situation, having confidence in own skills.  Developing ability to explain what we can and can’t do and when we need help. | Confidence to try new activities and learn new skills.  Forming positive relationships with others. | Looking at transition into next steps of school; building confidence as we move to Year 1. |
| Moving & Handling  (PE – See also JMc plans)  Links to  PE  Design Technology | Building gross motor skills with large scale activities.  Building independence in school, learning how to be healthy.  Managing own hygiene – understanding of importance of hand washing at this time.  Dressing independently for PE. | Following a series of movements with control and co-ordination. Beginning to build pencil control and a preference for a hand.  Managing own hygiene.  Dressing independently for PE. | Learning dance for the Chinese New Year Celebrations – expressing using scarves and hoops.  Move confidently in a range of ways, safely negotiating space.  Developing fine motor skills and handwriting.  Dressing independently for PE. | Explore different healthy foods; what a healthy plate looks like.  Using gym mats to negotiate space and move in a variety of ways.  Control and co-ordination in large and small movements.  Handle equipment and tools effectively, including pencils for writing. | Using apparatus confidently and in a variety of ways.  Develop handwriting to school style.  Control and co-ordination in large and small movements.  Handle equipment and tools effectively, including pencils for writing. | Sports Day activities and preparations.  Control and co-ordination in large and small movements.  Handle equipment and tools effectively, including pencils for writing. |
| Understanding the World  Links to  History  Geography  Science  Computing  RE  . | Joining in with and talking about traditions and customs in school and at home as well as meeting special people in the community.  Exploring a variety of technology.  Geography – knowledge and skills.  History – knowledge and skills  Computing | Learning about different celebrations / festivals across the world.  Develop understanding of differences and similarities between selves and others.  History – knowledge and skills  RE  Computing | Understand and talk about differences in cultures among selves, families, friends and communities.  Observations of changes to our seasons.  Science – knowledge and skills  Geography – knowledge and skills.  Computing  RE | Observations of changes to our seasons. Plants and animals around us.  Exploring Ipads – completing a programme independently.  Geography – knowledge and skills.  Science – knowledge and skills  Computing | Talk about past and present events in their own lives and in the lives of family members (with links to historical moments in transport)  Exploring differences in environments – immediate environment to those further afield.  History – knowledge and skills  Computing  Geography – knowledge and skills.  Science | Talk about features of their own environment.  Geography – knowledge and skills.  Science – knowledge and skills  Computing |
| Expressive Arts & Design  Links to  Art  Design Technology  Music  Computing | Exploring media and using to create different effects, including painting, drawing, construction.  Select and use resources and tools appropriately.  Art – knowledge and skills.  Design Technology – knowledge and skills | Learning songs from memory. Performing songs and music to an audience.  Christmas inspired art work projects.  Music – Knowledge and skills.  Art – knowledge and skills. | Represent own ideas in a variety of ways including collage, art, digital art, junk modelling, deconstructed play, role play, music and song.  Art – knowledge and skills.  Design Technology – knowledge and skills.  Music – knowledge and skills  Computing | Using media and materials to make animal homes – thinking about properties and suitability for use.  Easter artwork projects.  Singing and joining in with Easter celebration songs.  Art – knowledge and skills.  Design Technology – knowledge and skills.  Music – knowledge and skills | Making models and artefacts related to travel through a variety of mediums including artwork, digital art and construction.  Art – knowledge and skills.  Design Technology – knowledge and skills.  Computing | Dance, music and movement – exploring change and improvisation.  Learning and performing seaside songs/shanties.  Art projects related to under the sea including painting, digital art, drawing, collage, textiles.  Art – knowledge and skills.  Design Technology – knowledge and skills.  Music – knowledge and skills  Computing |
| RE |  | ***Celebration*** Celebrating birthdays  *RE in the Foundation Stage,* RE021 | ***Storytelling***  *Stories Jesus Told,* RE025 | ***Celebration***  ***Celebrating***  New life  *RE in the*  *Foundation*  *Stage*, RE021 | ***Remembering***  *Shabbat*,  RE022 | ***Special***  *Special*  *Clothes*,  RE023 |
| Value | Relationships | Respect | Determination | Relationships | Determination | Respect |
| Trips/Events/  Visitors/Risk Day | Trip to Lifeboat / Fire Station  Blackberry Walk in local area.  Trip to local library. | Federated Trip to Shalfleet – Elf Day.  Copse Walk | Muddy Puddle walk with pre-school. | Trip to local farm attraction e.g. Tapnell, Alpaca Farm or Nettlecombe.  Walk to river to feed ducks and see new ducklings. | Mainland Trip to Beaulieu (Federated) | Trip to local beach.  Crabbing at local location.  Icecream walk with pre-school.  Needles Trip and Harbour boat tour. |

History

Geography

Science

Computing

RE

Art

Design Technology

Music

PE