



Time Table

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------------|----------------------------|------------------|----------------------------|-----------------------------|
| 8.45-9.05 | Basic Skills | Basic Skills | Basic Skills | Basic Skills | Basic Skills |
| 9.05-9.20 | Worship | | | | |
| 9.20-9.30 | Visual timetable | Visual timetable | Visual timetable | Visual timetable | Visual timetable |
| 9.30-10:30 | English | English | English | English | English |
| 10:30-10:45 | Break | | | | |
| 10:45-11:05 | Phonics | Phonics | Phonics | Phonics | Phonics |
| 11.05-12:00 | Maths | Maths | Maths | Maths | Maths |
| 12.00-1.00 | Lunch | | | | |
| 1.00-1.50 | D&T / Art | Music | Computing | Forest School 1.15-2.15 | Geography / History |
| 1.50-2.40 | D&T / Art | PE | Science | | |
| 2.40-3.30 | PSHE | EYFS skills progression | | PE | Team building activities |

Long Term Plan

| | Science | Humanities | Art/D&T | Computing | PE | Music | PSHE |
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| EYFS Early Learning Goals (ELGs) | <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them – states of matter and change in seasons. Make observations and draw natural objects such as plants and animals. | <p><u>Understanding the World</u></p> <p><i>History</i></p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and things now. Talk about the lives of people around them and their roles in society <p><i>Geography</i></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between the natural world around them and contrasting environments. | <p><u>Art and Design</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use a range of small tools including – cutlery <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> Share their creations explaining the process they have used. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Use a range of small tools including – paintbrushes | <p><u>Personal, social and emotional development (PSED)</u></p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly | <p><u>Physical Development</u></p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate balance when playing. Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p><u>Personal, social and emotional development (PSED)</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others | <p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> Perform songs and try (when appropriate) to move in time with the music | <p><u>Personal, social and emotional development (PSED)</u></p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs – including dressing, going to the toilet and understanding the importance of healthy food choices. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly |

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| | | <p>Expressive Art&Design</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories <p>Communication and Language (CL)</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary. | <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing • Use a range of small tools -including scissors | | | | |
| <p>Autumn 1 6 weeks + 1 RE week</p> <p>English</p> <p>Narrative</p> <ul style="list-style-type: none"> - Stories with predictable phrasing (3 weeks – link to We're Going on a Bear Hunt – materials) <p>Non-Fiction</p> <ul style="list-style-type: none"> - Labels and captions (2 weeks – link to History) <p>Poetry</p> <ul style="list-style-type: none"> - Rhyme and vocabulary building (1 week) | <p>Everyday materials (States of Matter)</p> <p>Links –</p> <ul style="list-style-type: none"> - History: changes within living memory - D&T (sock toy) | <p>Changes within Living Memory - (Change, Comparison, Chronology, Culture)</p> <p>Focus: toys, technology and food</p> | <p>DT – Design, make and evaluate a sock toy (textiles)</p> <p>Link</p> <ul style="list-style-type: none"> - History: changes within living memory | <p>Unit - Describing my toys (Multimedia)</p> <p>Final week – online safety (Online Safety)</p> <p>Link</p> <ul style="list-style-type: none"> - History: changes within living memory | <p>Basic movement – forward backwards, running, jumping. Agility</p> | <p>Music concepts included within unit:</p> <p>Singing, performing, composing, musicianship, listening</p> <p>Unit – Me</p> <p>Link</p> <ul style="list-style-type: none"> - History: changes within living memory | <p>Aiming high 3 weeks lessons 1-3 (Living in the Wider World)</p> <p>Be yourself 3 weeks lesson 1-3 (Relationships)</p> |
| <p>Autumn 2 6 weeks + 1 RE week</p> <p>English</p> <p>Narrative</p> <ul style="list-style-type: none"> - Stories with predictable phrasing (2 weeks) <p>Non-Fiction</p> <ul style="list-style-type: none"> - First person recount (2 weeks) - Labels lists and captions (1 week) – link to weather <p>Poetry</p> <ul style="list-style-type: none"> - Structure – rhyming couplets (1 week) | <p>Seasons - autumn and winter (Forces)</p> | <p>Geography – Our home. Immediate and then outwards (place)</p> <p>Our home, UK, compare to another country (space, scale)</p> | <p>Drawing (line, shape, value, space)</p> <ul style="list-style-type: none"> • Use lines to enclose spaces and represent different objects • Use different materials to draw • Artist: LS Lowry | <p>Unit - Discovering my technology (Technology)</p> <p>Final week – online safety (Online Safety)</p> | <p>Dance – move like? – co-ordination</p> | <p>Christmas/nativity</p> | <p>Digital well being lessons 1-3 (Relationships)</p> <p>Diverse Britain lesson 1-3 (Living in the Wider World)</p> |
| <p>Spring 1 5 weeks + 1 RE week</p> <p>English</p> <p>Narrative</p> <ul style="list-style-type: none"> - Contemporary fiction (2 weeks) <p>Non-Fiction</p> <ul style="list-style-type: none"> - Instructions (2 weeks) <p>Poetry</p> <ul style="list-style-type: none"> - Vocabulary building (1 week) | <p>Plants (Living Things)</p> | <p>Significant individuals in the past (Comparison, Civilization)</p> <ul style="list-style-type: none"> • Florence Nightingale and Mary Seacole | <p>DT – Design, make and evaluate a musical instrument (structures and mechanisms)</p> <p>Links</p> <ul style="list-style-type: none"> - Art: drawing design, colour mixing - Music: musical terminology | <p>Unit - Move my beebot (Programming)</p> <p>Final week – online safety (Online Safety)</p> | <p>Balance/equipment</p> | <p>My stories – Festivals – superheroes, lets pretend</p> | <p>Growing up (send letter to parents) 3,4,5 (Health and Wellbeing)</p> <p>One world lesson lessons 1-3 (Living in the Wider World)</p> |
| <p>Spring 2 5 weeks + 1 RE week</p> <p>English</p> <p>Narrative</p> <ul style="list-style-type: none"> - Contemporary fiction (2 weeks) | <p>Seasons – spring and summer (Forces)</p> | <p>Geography – Weather patterns – hot and cold, equator (space)</p> | <p>Art – Sculpture and painting (paint clay sculpture) (form, texture, space, line, shape, colour)</p> | <p>Unit - Move my beebot (Programming)</p> <p>Final week – online safety (Online Safety)</p> | <p>Throwing/catching, ball skills</p> | <p>Everyone – Family, friends, people and music from around the world.</p> | <p>It's my body lesson 2,3,4 (Health and Wellbeing)</p> <p>Money matters lesson 1-3 (Living in the Wider World)</p> |

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| <p>Non-Fiction</p> <ul style="list-style-type: none"> - Non-chronological report (2 weeks) <p>Poetry</p> <ul style="list-style-type: none"> - Rhyming couplets (recite familiar poems by heart) (1 week) | | | <ul style="list-style-type: none"> • Artists: Jackson Pollock, Kandinsky, Barbara Hepworth, Andy Goldsworthy | | | | |
| <p>Summer 1 5 weeks + 1 RE week</p> <p>English</p> <p>Narrative</p> <ul style="list-style-type: none"> - Traditional tales (2 weeks) <p>Non-Fiction</p> <ul style="list-style-type: none"> - Instructions/recipe (2 weeks) <p>Poetry</p> <ul style="list-style-type: none"> - Vocabulary building (1 week) | <p>Animals – human body (senses, body parts) (Living Things, Energy)</p> | <p>Events beyond living Memory (Conflict, Chronology)</p> <ul style="list-style-type: none"> • The Moon Landing | <p>DT – Make and evaluate vegetable soup (cooking and nutrition)</p> <p>Links</p> <ul style="list-style-type: none"> - Science: Healthy bodies, balanced diet - History: what did the astronauts eat? | <p>Unit - Handling data (Data Handling)</p> <p>Final week – online safety (Online Safety)</p> | <p>Team games</p> | <p>Big Bear Funk</p> | <p>Safety first lesson 1-3 (Health and Wellbeing)</p> <p>TEAM lessons 1-3 (Relationships)</p> |
| <p>Summer 2 6 weeks + 1 RE week</p> <p>English</p> <p>Narrative</p> <ul style="list-style-type: none"> - Fairytales (3 weeks) <p>Non-Fiction</p> <ul style="list-style-type: none"> - Explanation text (life cycles) (2 weeks) <p>Poetry</p> <ul style="list-style-type: none"> - Take one poet – personal responses to poetry (1 week) | <p>Animals – inc humans, animals (Living Things, Energy)</p> | <p>Geography – key physical features (place)</p> <p>Links</p> <ul style="list-style-type: none"> - Science: habitats - Art: print using natural objects - Music: animal noises | <p>Art –</p> <p>Collage – (shape, texture, space)</p> <p>Printing - (line, shape, value, colour, space)</p> | <p>Unit – handling data (Data Handling)</p> <p>Final week – online safety (Online Safety)</p> | <p>Sports Day prep</p> | <p>Our world – Animals</p> | <p>Think positive lesson 1-3 (Health and Wellbeing)</p> <p>VIPS lesson 1-3 (Relationships)</p> |