



# Singleton CE Primary School Long Term Planner

**Foundation**

	Autumn Term		Spring Term		Summer Term	
	ALL ABOUT ME!	SPACE	DINOSAURS/ANIMALS	ONCE UPON A TIME	NATURE DETECTIVES	PIRATES and the SEASIDE

<b>Festivals and Special Events</b>  <b>Cultural Capital:</b> <i>Our Junior Leadership Team (JLT) and members of staff will plan and deliver activities to promote a range of these special commemorative days/weeks.</i>  Many of these days promote our British Values: <b>Mutual Respect</b> <b>Mutual Tolerance</b> <b>Rule of Law</b> <b>Individual Liberty</b> <b>Democracy</b> <b>British Values</b>	<b>September</b> -Anniversary of the Great Fire of London -Roald Dahl's Birthday -International Literacy Day -Recycle Week -International Day of Peace -Rosh Hashanah starts -European Day of Languages <b>October</b> -Black History Month -Yom Kippur -World Space Week -World Teacher's Day -National Poetry Day -World Mental Health Day -Ada Lovelace Day -Diwali	<b>November</b> -Outdoor Classroom Day -Guy Fawkes Night -Guru Nanak's Birthday -Remembrance Day -Road Safety Week -Anti-bullying Week -Mary Seacole's Birthday -Saint Andrew's Day <b>December</b> -Hanukkah starts -Christmas	<b>January</b> -New Year -Martin Luther King Jr. Day -Chinese New Year -Burns Night -Australia Day -Holocaust Memorial Day -National Storytelling Week <b>February</b> -Children's Mental Health Week -Valentine's Day -Safer Internet Day -Fairtrade Fortnight -Shrove Tuesday	<b>March</b> -Saint David's Day -World Book Day -Holi -International Women's Day -British Science Week -Saint Patrick's Day -Mother's Day -World Poetry Day -Ramadan starts <b>April (1st half)</b> -Good Friday -Easter Sunday -Vaisakhi -International Dance Day	<b>April (2nd half)</b> -Eid-Al-Fitr -Earth Day -Saint George's Day <b>May</b> -May Day -Wesak -VE Day -Mental Health Awareness Week <b>June</b> -World Environment Day -World Oceans Day -Queen's Birthday -Anne Frank's Birthday -Father's Day -World Music Day -Eid-al-Adha <b>July</b> -American Day of Independence -Nelson Mandela Day -Anniversary of the First Moon Landing	
	Christian Values	<b>Respect</b>	<b>Friendship</b>	<b>Endurance</b>	<b>Wisdom</b>	<b>Love</b>
<b>Whole Class Worship theme</b>	Plan a whole school worship which addresses the Christian Value for the specified date.		Plan a whole school worship which addresses the Christian Value for the specified date.		Plan a whole school worship which addresses the Christian Value for the specified date.	

**British Values**

**Mutual respect** - We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.

**Mutual Tolerance** - Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.

**Rule of law** - We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.

**Individual liberty** - We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.



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**Democracy** - We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

**British Values** - Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

Characteristics of Effective Learning	<p><b>Playing and exploring</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experience which help them to solve problems and reach conclusions.</p>
Over Arching Principles	<p><b>Unique Child</b> - Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships</b> - Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments</b> - Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development</b> - Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>

**PRIME AREAS**

<b>Personal, Social and Emotional Development</b>	The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. PSED opportunities permeate everything we do, in addition to this we complete the SCARF programme from Coram Life Education.					
<b>PSHE / Prevent / British Values</b>  CORAM LIFE EDUCATION – SCARF RESOURCES	<b>Me and My Relationships</b> Children will complete the following units: <u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u> <u>Who can help me?</u> <u>My feelings.</u> <u>My feelings (2)</u>	<b>Valuing Difference</b> Children will complete the following units: <u>I'm special, you're special</u> <u>Same and different</u> <u>Same and different families</u> <u>Same and different homes</u> <u>Kind and caring (1)</u> <u>Kind and caring (2)</u>	<b>Keeping Myself Safe</b> Children will complete the following units: <u>What's safe to go onto my body</u> <u>Keeping myself safe - what's safe to go into my body (including medicines)</u> <u>Safe indoors and outdoors</u> <u>Listening to my feelings (1)</u> <u>Keeping safe online</u> <u>People who help to keep me safe</u>	<b>Rights and Responsibilities</b> Children will complete the following units: <u>Looking after my special people</u> <u>Looking after my friends</u> <u>Being helpful at home and Caring for our classroom</u> <u>Caring for our world</u> <u>Looking after money (1): Recognising spending, using</u> <u>Looking after money (2) saving money and keeping it safe</u>	<b>Being my Best</b> Children will complete the following units: <u>Bouncing back when things go wrong</u> <u>Yes, I can!</u> <u>Healthy eating (1)</u> <u>healthy eating (1)</u> <u>Move your body</u> <u>A good night's sleep</u>	<b>Growing and Changing</b> Children will complete the following units: <u>Seasons</u> <u>Life stages - plants, animals, humans</u> <u>Life stages - human life stage - Who will I be?</u> <u>Getting bigger</u>
<b>Physical Development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor					



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control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<b>FINE MOTOR</b>  Daily opportunities for Fine Motor Activities Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Children will experience: - Threading - Cutting - Weaving, play dough - Fine Motor activities - Manipulate objects with good fine motor skills - Draw lines and circles using gross motor movements - Hold pencil/paint brush beyond whole hand grasp - Pencil grip - Teach and model correct letter formation.	Children will experience: - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Develop muscle tone to put pencil pressure on paper - Use tools to effect changes to materials - Show preference for dominant hand - Engage children in structured activities: guide them in what to draw, write or copy - Begin to form letters correctly	Children will experience: - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Handle tools, objects, construction and malleable materials with increasing control - Develop confidence with correct letter formation to gain - Encourage children to draw freely - Holding Small Items / Button Clothing / Cutting with Scissors	Children will experience: - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Hold pencil effectively with comfortable grip - Forms recognisable letters most correctly formed.	Children will experience: - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Develop pencil grip and letter formation continually - Use one hand consistently for fine motor task - Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Children will experience: - Threading - Cutting - Weaving - Play dough - Fine Motor activities - Form letters correctly - Copy a square - Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture - Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
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**GROSS MOTOR**  
  
 NEW LANCASHIRE SCHEME of WORK for PE  
  
 A stories based approach

**What are fundamental movement skills?**  
 FMS our movement patterns that involve different body parts such as legs, arms head, and include such running, hopping, catching, throwing, striking and balancing. they are the foundation movements necessary for 3-8 year old children as a precursor to the moralised, complex used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities  
 How students feel about themselves can be influenced their physical skills. students who have achieved fundamental motor skill competence have been found to perceive themselves as being competent, socially accepted and to have a positive attitude towards physical activity.

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<b>How to Catch a Star by Oliver Jeffers</b> Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; quick, slow, sideways, sliding, galloping hands and feet. -Travel in a variety of speeds. <u>Gymnastic Type Activities</u> -Climbing up climbing frame to reach star -Jumping off a gym table to catch a star -Jumping high to catch a star -Balance on a variety of small and large body parts in the shape of a star.	<b>The Hungry Caterpillar</b> Children will complete the following activities: <u>Travelling Activities</u> -Travelling like a caterpillar on hands and feet. -Flying on tip toes like a butterfly. -Skipping -Heavy and big movements as the big fat caterpillar. -Little and light movements as the tiny caterpillar. <u>Gymnastic Type Activities</u> -Climbing up climbing frame onto a leaf. -Rolling like an egg. -Rolling like a pencil.	<b>Jack and the Beanstalk</b> Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; quick, slow, sideways, sliding, galloping hands and feet. -Travel at a variety of speeds. <u>Gymnastic Type Activities</u> -Climbing up the Beanstalk - climbing frame. -Jumping off a gym table like the golden hen. -Golden egg rolls - rock and roll, egg rolls. <u>Game Type Activities</u> -Balloon balls, balls and scarves to	<b>Rosie's Walk</b> Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; quick, slow, sideways, sliding, galloping hands and feet. <u>Gymnastic Type Activities</u> -Climbing up climbing frame over the haystacks. -Climbing under and over beehives. -Jumping off a gym table to dismount. -Jumping over the pond. -Balance on one leg like a hen. <u>Game Type Activities</u> -Throwing and rolling balls towards	<b>Rumble in the Jungle</b> Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; Quick, slow, sideways, running, hopping, skipping, sliding, galloping hands and feet. -Travel in a variety of speeds <u>Gymnastic Type Activities</u> -Climbing up climbing frame like a chimpanzee. -Jumping off a gym table to jump down from trees. -Swinging and hanging on ropes like a chimpanzee. -Jumping high like a giraffe.	<b>Superworm</b> Children will complete the following activities: <u>5 FMS under 5s</u> -Running, hopping, catching, jumping, throwing <u>Travelling Activities</u> -Travelling in a variety of ways; Quick, slow, sideways, sliding, galloping hands and feet. -Hopping and skipping. <u>Gymnastic Type Activities</u> -Climbing climbing frame as tall as a crane. -Hanging and swinging on ropes. -Jumping off a gym table like a toad. -Jumping forwards, backwards and side to side like a toad. -Balance on a variety of small and large body parts.
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	<p><u>Game Type Activities</u></p> <ul style="list-style-type: none"> <li>-Balloon balls, balls and scarves to catch a star.</li> <li>-Scarves to catch a floating star.</li> <li>-Throwing and rolling balls towards star targets.</li> <li>-Catching large the small equipment.</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>-Twinkle, Twinkle Little Star</li> <li>-Starshift</li> <li>-Stargazer</li> <li>-La Nuit Electrique</li> </ul>	<ul style="list-style-type: none"> <li>-Jumping off a gym table like a butterfly.</li> <li>-Jumping from spot/hoop to spot/hoop (leaves).</li> </ul> <p><u>Game Type Activities</u></p> <ul style="list-style-type: none"> <li>-Balloon balls, balls and scarves to catch eggs.</li> <li>-Scarves to catch butterflies.</li> <li>-Throwing and rolling balls onto spots (leaves).</li> <li>-Throwing balls/beanbags into hoops (leaves).</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>-Butterfly and Caterpillar nursery rhymes.</li> <li>-Strawberry Caterpillar -Domestic Blissed</li> <li>-Butterfly Wings</li> </ul>	<ul style="list-style-type: none"> <li>catch a bean.</li> <li>Throwing and rolling balls towards targets.</li> <li>-Catching large then small equipment.</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>-Balloon balls, balls and scarves to catch eggs.</li> <li>-Red Giant</li> <li>Climb</li> <li>-How high can we climb</li> <li>-Tiptoe tango</li> </ul>	<ul style="list-style-type: none"> <li>fox targets.</li> <li>-Catching an egg – large then small equipment.</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>-Chick, chick, chick, chick chicken, lay a little egg for me</li> <li>-Hickerty, Pickerty My Red Hen</li> <li>-Chicken in the yard</li> <li>-Loose old shoes</li> <li>-Round up</li> </ul>	<ul style="list-style-type: none"> <li>-Variety of rolls like a hippo.</li> <li>-Balancing on small and large body parts.</li> </ul> <p><u>Game Type Activities</u></p> <ul style="list-style-type: none"> <li>-Balloon balls, bulls and scarves to catch big round elephants.</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>-Jungle boogie</li> <li>-Yakuza</li> <li>-Watering hole</li> <li>-Wake up Time</li> <li>-Vengeance</li> </ul>	<p><u>Game Type Activities</u></p> <ul style="list-style-type: none"> <li>-Hooping on waist, arm, foot.</li> <li>-Rolling hoop, spin, push and follow, push an return.</li> <li>-Tag games with belts and bibs tucked down back of shorts.</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>-Caterpillars only crawl, wiggly woo</li> <li>-Strawberry Caterpillar</li> <li>-Web of intrigue</li> <li>-Flit and scuttle</li> <li>-Superheroes</li> </ul>
Communication & Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>					
	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-settling in activities</li> <li>-make friends</li> <li>-talk about experiences that are familiar to them</li> <li>-listen to rhyming and alliteration</li> <li>-listen to shared stories</li> <li>-use talk routines through the day e.g. “Good morning, how are you?”</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-experience settling in activities</li> <li>-develop vocabulary</li> <li>-discover passions</li> <li>-retell stories using story language</li> <li>-complete word hunts</li> <li>-listen to and respond to stories</li> <li>-follow instructions</li> <li>-take part in discussions</li> <li>-understand how to listen carefully and why listening is important</li> <li>-use talking partners</li> <li>-use new vocabulary throughout the day</li> <li>-listen to carefully chosen stories to develop the children’s vocabulary</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-use language well</li> <li>-develop the use of how and why questions</li> <li>-discover passions</li> <li>-retell stories with story language - using puppets and props in continuous provision</li> <li>-develop language describing events in some detail</li> <li>-listen to and talk about stories to build familiarity and understanding</li> <li>-learn rhymes comment poems and songs</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-use time connectives to tell their ‘news’ from home or when retelling stories</li> <li>-understand how to listen carefully and why listening is important - children to listen carefully and ask good questions during news time</li> <li>-sustain focus when listening to a story</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-listen to some favourite stories</li> <li>-revisit and consolidate vocabulary and events</li> <li>-make learning sticky</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-complete show and tell activities</li> <li>-read aloud books to children that will extend their knowledge of the world and illustrate a current topic</li> <li>-model using the features of non fiction books</li> </ul>
<b>SPECIFIC AREAS</b>						



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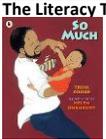
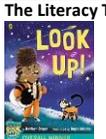
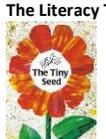
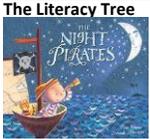
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<b>Literacy</b>	<p>it is crucial for children to develop a <b>lifelong love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the word around them and the books (stories and non fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
<b>Comprehension</b> Developing a passion for reading.	Children will experience: -join in with rhymes and show an interest in stories with repeated refrains -explore environmental print -have a favourite story/rhyme -understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book _sequence familiar stories through the use of pictures to tell the story -recognise initial sounds -engage in extended conversations about stories, learning new vocabulary	Children will experience: -retell stories related to events through acting/role play -retell stories using images -edit story maps and orally retelling new stories -sequence stories – use vocabulary of beginning, middle and end -blend sounds into words, so that they can read short words made up of known letter– sound correspondences -enjoy reading and listening to an increasing range of fiction and non-fiction books	Children will experience: -engage with stories from other cultures and traditions -engage with information leaflets about animals and other countries -record stories through picture drawing/mark making -read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words	Children will experience: -make up stories with themselves as the main character -re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment -retell stories with actions and / or picture prompts as part of a group -use story language when acting out a narrative -engage with Book Day -use vocabulary and forms of speech that are increasingly influenced by their experiences of books -develop their own narratives and explanations by connecting ideas or events	Children will experience: -engage with information leaflets about animals in the garden/plants and growing -experiment with rhyming words - explain the main events of a story - draw pictures of characters/events/settings. They may include labels, sentences or captions.	Children will experience: -draw pictures of characters/events/settings in a story -listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions -make predictions -begin to understand that a non-fiction is a non-story- it gives information instead -understand that ‘fiction’ means story -point to front cover, back cover, spine, blurb, illustration, illustrator, author and title -sort books into categories
<b>Literacy – Phonics</b> <b>Red Rose Letters and Sounds</b>	<b>Phase 1 &amp; 2</b>  <u>Week 1</u> Phase 1  <u>Week 2</u> Phase 2 Teach: s a t  <u>Week 3</u> Phase 2 Teach: p i n  <u>Week 4</u> Phase 2 Teach: m d g  <u>Week 5</u> Phase 2 Consolidate: s a t p i n m d g  <u>Week 6</u> Phase 2 Teach: o c k	<b>Phase 2</b>  <u>Week 7</u> Phase 2 Teach: ck e u Teach: <b>l, to</b>  <u>Week 8</u> Phase 2 Teach: r h b Teach: <b>no, go</b>  <u>Week 9</u> Phase 2 Consolidate: o c k ck e u r h b Teach: <b>into</b>  <u>Week 10</u> Phase 2 Teach: f ff l Consolidate: <b>the, l, to, no, go, into</b>	<b>Phase 3</b>  <u>Week 1</u> Phase 3 Teach: j v w Teach: <b>he, she</b>  <u>Week 2</u> Phase 3 Teach: x y z zz Teach: <b>we, be, me</b>  <u>Week 3</u> Phase 3 Teach: qu ch sh Teach: <b>was, my</b>  <u>Week 4</u> Phase 3 Teach: th th ng Teach: <b>you, they</b>	<b>Phase 3</b>  <u>Week 6</u> Phase 3 Teach: ai ee Teach: her all  <u>Week 7</u> Phase 3 Teach igh oa Teach two-syllable words Teach: <b>are, like</b>  <u>Week 8</u> Phase 3 Teach oo oo Teach two-syllable words Teach: <b>said, when</b>  <u>Week 9</u> Phase 3 Teach ar or	<b>Phase 3</b>  <u>Week 11</u> Phase 3 Teach ur ow Teach <b>come, do</b>  <u>Week 12</u> Phase 3 Teach oi ear Introduce: <b>pseudo words</b> Teach: <b>so, were</b>  <u>Week 13</u> Phase 3 Teach: air ure er Introduce <b>pseudo words</b> Teach: <b>some, there</b>  <u>Week 14</u> Phase 3 Consolidate: ur ow oi ear air ure er Teach: <b>out, little, what</b>	<b>Phase 4</b>  <u>Week 2</u> Phase 4 Teach: CCVC & CCVCC Teach: <b>some, come, were, there</b>  <u>Week 3</u> Phase 4 Teach: CCCVC & CCCVCC Teach: <b>little, do, one, when</b>  <u>Week 4</u> Teach: polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants Teach: <b>out, what, it’s</b>  <u>Following weeks</u> Consolidate as required



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	Teach: <b>the</b>	<p><u>Week 11</u> Phase 2 Teach: ll ss Consolidate: <b>the, I, to, no, go, into</b></p> <p><u>Week 12</u> Phase 2 Consolidate: f ff ll ss Consolidate: <b>the, I, to, no, go, into</b></p>	<p><u>Week 5</u> Phase 3 Consolidate: qu ch sh th th ng Teach: <b>he, she, we, be, me, was, my, you, they</b></p> <p><u>Week 6</u> Phase 3 Teach: ai ee Teach: her all</p> <p><u>Following weeks</u> Phase 3 Consolidate as required</p>	<p>Teach two-syllable words Teach: <b>have, one</b></p> <p><u>Week 10</u> Phase 3 Consolidate ai ee igh oa oo oo ar or Consolidate: <b>her, all, are, like, said, when, have, one</b></p> <p><u>Following weeks</u> Phase 3 Consolidate as required</p>	<p><u>Week 15</u> Phase 3 Consolidate as required</p> <p><u>Week 1</u> Phase 4 Teach: CVCC &amp; CCV Teach: <b>said, so, have, like</b></p>	
<p><b>Writing</b></p> <p>The Literacy Tree uses a 'Teach through a Text' approach to ensure a consistent, cohesive pedagogy is used across the school.</p>	<p><b>The Literacy Tree</b></p>  <p>'So Much' by Trish Cooke and Helen Oxenbury</p> <p><b>Own 'So Much' narrative poems</b> Past tense sentences, writing in role, performance/narrative poetry.</p> <p><b>Other texts which may be used as a stimulus:</b> -Lucy and Tom Go To School by Shirley Hughes -Super Duper You! By Sophy Henn -Can I Build Another Me? By Shinsuke Yoshitake -Only One You by Linda Kranz -The Dot by Peter Reynolds</p>	<p><b>The Literacy Tree</b></p>  <p>'Look Up!' by Nathan Byron and Dapo Adeola</p> <p><b>Non-chronological reports</b> Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log.</p> <p><b>Other texts which may be used as a stimulus:</b> -The Skies Above my Eyes by Charlotte Guillain &amp; Yuval Zommer -The Marvellous Moon Map by Teresa Heapy &amp; David Litchfield -A Journey Through: Space by Steve Parker &amp; John Haslam Toys in Space by Mini Grey</p>	<p><b>The Literacy Tree</b></p>  <p>'Bringing the Rain to Kapiti Plain' by Verna Aardema</p> <p><b>Tourist information leaflets</b> Labels and captions, retelling, simple explanations.</p> <p><b>Other texts which may be used as a stimulus:</b> -Tyrannosaurus Drip by Julia Donaldson -Dinosaurs vs Humans by Matt Robertson -Tiny T.Rex and the Impossible Hug by Jonathan Stutzman -Mad About Dinosaurs by Ladybird -An Adventurer's Guide to Dinosaurs by Isabel Thomas, Chris Packham and Yas Imamura</p>	<p><b>The Literacy Tree</b></p>  <p>'Little Red Riding Hood' by Lynn Roberts and David Roberts</p> <p><b>Alternative character versions</b> Labels, notes of advice, adverts</p> <p><b>Other texts which may be used as a stimulus:</b> -Once Upon A Time...there was a little bird by DK Children -Once Upon a World Collection -Little Red Gliding Hood by Tara Lazar -Rapunzel by Rachel Isadora -La Princess and the Pea by Susan Middleton Elya -Ladybird First Favourite Tales</p>	<p><b>The Literacy Tree</b></p>  <p>'The Tiny Seed' by Eric Carle</p> <p><b>Advice leaflets</b> Labels and captions, advice, retelling, writing in role, narrative, letter</p> <p><b>Other texts which may be used as a stimulus:</b> -Tad: A Big Story about a Brave Minibeast by Benji Davies -The Night Gardener by The Fan Brothers -The Raft by Jim LaMarch -The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever -National Geographic Book of Nature Poetry: More than 200 poems with photographs the float, zoom, and bloom! -Lola Plants a Garden by Anna McQuinn</p>	<p><b>The Literacy Tree</b></p>  <p>'The Night Pirates' by Pete Harris and Deborah Allwright</p> <p><b>'How to be a Pirate' guides</b> Writing in role, letters, labels and captions.</p> <p><b>Other texts which may be used as a stimulus:</b> -Antigua de Fortune of the High Seas by Anna Rainbow and Oli Hyatt -Molly Rogers, Pirate Girl by Cornelia Funke -Pirates Love Underpants by Claire Freedman -The Pirates Next Door by Jonny Duddle -The Pirate Cruncher by Jonny Duddle -Pete the Cat and the Treasure Map by James Dean -The Night Pirates by Peter Harris</p>



# Singleton CE Primary School Long Term Planner

## Foundation

	Autumn Term		Spring Term		Summer Term	
	ALL ABOUT ME!	SPACE	DINOSAURS/ANIMALS	ONCE UPON A TIME	NATURE DETECTIVES	PIRATES and the SEASIDE
	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> <li>-experimenting with mark making and writing patterns in a range of mediums.</li> <li>-begin to develop a dominant hand and work towards a tripod grip.</li> <li>-start to give meaning to marks and labels</li> <li>-write initial sounds and simple captions.</li> <li>-use initial sounds to label characters / images</li> <li>-begin to write letters from their names.</li> <li>-practise writing their name.</li> </ul>	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> <li>-labelling using initial sounds</li> <li>-write lists e.g. what would we pack to take to space?</li> <li>-write CVC words to label parts of a rocket</li> <li>-write simple captions about pictures from space</li> <li>-sequence stories</li> </ul>	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> <li>-writing some of the tricky words such as I, me, my, like, to, the. -write CVC words</li> <li>-write labels using CVC, CVCC, CCVC words</li> <li>-complete writing based around developing short sentences about animal facts/looking after animals and habitats</li> </ul>	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> <li>-drawing and labelling story maps</li> <li>-write captions and labels</li> <li>-write simple sentences</li> <li>-write short sentences to accompany story maps</li> <li>-order the Easter story</li> <li>-write labels and captions for life cycles</li> <li>-write character descriptions</li> </ul>	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> <li>-writing for a purpose in the role play area using current phonic knowledge and making other phonetically plausible attempts at words, using finger spaces</li> <li>-form lowercase and capital letters correctly</li> <li>-write a recount</li> </ul>	<p>In addition to Literacy lessons, children will experience:</p> <ul style="list-style-type: none"> <li>-writing stories</li> <li>-write sentences using a range of tricky words that are spelt correctly</li> <li>-begin to use full stops, capital letters and finger spaces</li> <li>-use familiar texts as a model for writing own stories</li> <li>-write character descriptions</li> </ul>
<b>Mathematics</b>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>- Count up to four objects or actions</li> <li>- Recognise unused numerals 1 to 4</li> <li>- Understand numbers within numbers; Separating a small group of objects in different ways</li> <li>- Use the language of comparison: 'more', 'less', 'fewer', 'the same', 'enough', 'not enough' and 'too much'</li> <li>- Compare quantities of objects and find 'one more' and 'one fewer'</li> <li>- Order numbers and quantities from 0-4 and introduce 0</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-Explore same and different, positional language, ordering events and 3D shapes</li> <li>- Recognise, describe and name 3D shapes; Choose a shape for a particular purpose based on its properties</li> <li>- Use an respond to everyday language about position</li> <li>- Order short sequences of familiar events; Use everyday language to talk about time</li> <li>- Count up to 10 objects; Counting out a quantity to match a numeral</li> <li>- Count up to six objects and actions</li> <li>- Recognise spot patterns and numerals to 6</li> <li>- Recognise mistakes in counting and correct them</li> <li>- Count up to 10 objects and actions;</li> <li>-Read numerals up to 10 and match with the correct number of objects</li> <li>- Count the object in two groups to find the total</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-Find the number that is one more or one fewer than a given number without counting</li> <li>-Addition within 10, beginning to count on</li> <li>- Subtraction within 10, beginning to count back</li> <li>- Compare two objects by direct comparison in terms of height, length and size</li> <li>- Compare and order two or three lengths and heights by direct comparison</li> <li>- Compare and order two or three lengths and heights by direct comparison</li> <li>- Compare an order two weights by direct comparison</li> <li>-Compare and order two capacities and distances by direct comparison</li> <li>- Compare and order two capacities and distances by direct comparison</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>- Extend counting to 11 and 12</li> <li>- Explore doubles to double 6</li> <li>- Recognise and order numerals to 12</li> <li>- Explore 11 as ten and one more, 12 as ten and two more</li> <li>- Explore doubling as two groups of the same number, having as 'undoing' doubling</li> <li>-Explore 2D faces on 3D shapes and patterns</li> <li>-Explore common patterns</li> <li>-Sort objects according to a particular criterion, including their size</li> <li>-Recognise and name 2D shapes in a variety of sizes and orientations</li> <li>-Recognise common patterns</li> <li>-Recognise, continue and create repeating patterns</li> <li>-Group objects in twos and understand sharing fairly</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>-Count in 2s, including counting two objects at a time by counting in 2s</li> <li>-Extend counting to 20</li> <li>- Estimate and count to 20</li> <li>- Begin to recognise and order numerals to 20</li> <li>- Use the language of time</li> <li>Measure short periods of time by counting</li> <li>- Begin to develop some understanding of what money is used for and recognise some coins and bank notes</li> <li>- Sort coins according to a given criterion</li> <li>- Begin to recognise coins and bank notes with a focus on 1p and 2p coins</li> <li>-Shopping with 1p and 2p coins</li> <li>-Begin to recognise that a 2p coin has the same value as two 1p coins</li> <li>-Measuring height, length, weight and capacity with a different object</li> </ul>	<p>Children will experience:</p> <ul style="list-style-type: none"> <li>- Measure weight and capacity with a variety of non standard, but regular units</li> <li>- Estimate, count and compare quantities using numbers up to 20</li> <li>- Find one more and one fewer within 20</li> <li>- Order numerals to 20</li> <li>- Count out a quantity of objects from a larger group</li> <li>- Add an subtract to single digit numbers using counting on and back</li> <li>- Interpret the results of a survey</li> <li>- Estimate (and count to check) and order numerals up to 20</li> <li>- Estimate and order numbers up to 20</li> <li>- Explore simple block diagrams</li> <li>- Apply knowledge of relationships between numbers and time in real life contexts</li> <li>- Extend use of ordinal numbers</li> </ul>



# Singleton CE Primary School Long Term Planner

**Foundation**

	Autumn Term		Spring Term		Summer Term	
	ALL ABOUT ME!	SPACE	DINOSAURS/ANIMALS	ONCE UPON A TIME	NATURE DETECTIVES	PIRATES and the SEASIDE
				-Share objects into groups of the same size	-Measuring length with a variety of non-standard, but regular units	
<b>Understanding the World Science</b>	Children will experience: -Thinking about how they have changed since they were a baby. -Investigating the similarities/differences between themselves and other people. -Looking at the life cycle of a human.	Children will experience: -Investigating and naming the planets. -Investigating how are shadows are made. -Finding out about the scientists which have been linked with Space exploration. -Investigate and talk about the changes take place during the winter time.	Children will experience: -Investigating which dinosaurs were meat eaters/plant eaters. -Investigating the similarities and differences between the dinosaur species. -Naming the different body parts of a dinosaur.	Children will experience: -Naming different types of plants/trees. -Naming the different parts of plants/trees. -Taking care of growing plants. -Investigating spring time.	Children will experience: -Caring for animals. -The need to care for our natural environment and all living things. -Life cycles. -Compare and contrast the local environment and other countries.	Children will experience: -Sorting objects into those which float and those which sink. -Create floating objects by thinking about their properties. -Investigate the different types of sea creatures. -Talk about the similarities and differences in relation to sea creatures. -Investigate and talk about the changes which take place in The summer time.
<b>Understanding the World History</b>	Children will experience; -Talking about who is in their family. -Talking about who the members of their local community are. -Finding out about the prominent figures from communities in the past. E.g. Florence Nightingale	Children will experience: -Finding out about the famous figures from the past who were involved in Space exploration. E.g. Neil Armstrong, Arnaldo Tamayo Mendez (first black person to fly to Space) -Looking at images from the past and comparing these with present pictures.	Children will experience: -Finding out about when the dinosaurs existed. -Thinking about whether people were alive at the time of the dinosaurs? -Finding out how we know about the time of the dinosaurs. E.g. Look at the work of Mary Anning (an English fossil collector and paleontologist from the 1800s) -Finding out about why the dinosaurs died out?	Children will experience: -Learning how life has changed from books which were set in the past. E.g. Jack and the Beanstalk vs present -Finding out about who lived in castles. -What was it was like to live in a castle.	Children will experience: -Learning about how Beatrix Potter inspired a love of nature. -Who John Muir and Charles Darwin were and what they did. -What these people did: David Attenborough, Chris Packham, JB (Down on the Farm), Hamza (Let's Go for a Walk) -How people's awareness of conservation has been raised by these people.	Children will experience: -How life has changed since pirate times. -Why there were pirates. -Who some famous pirates from the past were. -If we still have pirates today.
<b>Understanding the World Geography</b>	Children will experience: -Finding out about where they live and where their school is situated. -Describing what it is like where they live. -Finding out about their school environment. -Looking at aerial photos of the school. -What the weather like at this time of year (the seasons).	Children will experience: - Drawing a map of their journey to school. - Talking about what they already know about Earth and finding out new facts. - Learning about where the different countries are where they have visited. -What it is like on the Moon and how it is different to Earth.	Children will experience: -Learning about what the features of earth were during dinosaur times and how this was different from Earth as it is today. -Learning about what the weather is like at this time of year.	Children will experience: -Investigate the features of the countryside in our local area. -How the countryside is different to a town. -What the weather weather like now? -How has it changed? -How can I draw a map of my story? What symbols will I use?	Children will experience: -What the habitats/environments are like around school. -What it is like to live here. -What environmental changes have taken place recently? e.g. new roads etc -Take responsibility for their surroundings e.g. go on a litter pick	Children will experience: -Where the seas and oceans are. -What is it like at the seaside. -What it is like on an island and what features can they see? -What symbols they can use on a map. -What the weather is like now.



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		-Learning about how we move around Earth and how this is different to how astronauts move around in Space. -How day/night views of Earth differ from Space and why?			-What does our local area look like from a bird's eye view and from an ants eye view.	
<b>RE</b> <b>Blackburn Diocese Planning</b>	<b>I am special</b> -give pupils an understanding that they are unique and special. To know they are loved, valued and made by God. <b>Harvest</b> -give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.	<b>Special People</b> -Give pupils an opportunity to explore Christian values through their own actions and the actions of others. -Highlight the role of significant/special people in pupil's lives. -emphasise the ways in which Jesus was a special person.  <b>Christmas</b> -Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth	<b>Stories Jesus Heard</b> - Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.  <b>Stories Jesus Told</b> - Explore the stories that Jesus told and know that he told them to teach us about God.  <b>Easter</b> - Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.	<b>Easter</b> - Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.  <b>Friendship</b> -Explore the meaning of friendship, how we make friends and why friends are important. -Know about Jesus making friends, how he made friends and who he chose	<b>Prayer</b> -Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.  <b>Special Places</b> -Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.	<b>Special Times</b> -Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. -Introduce pupils to the story of Pentecost and God as Holy Spirit.
<b>Expressive Arts and Design - Music</b>	<b>Charanga – Me</b> Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising learning to play classroom instruments and, share and perform the learning that has taken place.  Explore: growing, homes, colour, toys, how I look	<b>Charanga – My Stories</b> Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising learning to play classroom instruments and, share and perform the learning that has taken place.  Explore: using your imagination, Christmas, Festivals, Fairies, pirates, treasure, superheroes, let's pretend, Once Upon a time.	<b>Charanga – Everyone!</b> Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising learning to play classroom instruments and, share and perform the learning that has taken place.  Explore: Family, friends, people and music from around the world.	<b>Charanga – Our World</b> Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising learning to play classroom instruments and, share and perform the learning that has taken place.  Explore: Animals, jungle, mini-beasts, night and day, sand and water, seaside, seasons, weather, see, space.	<b>Charanga – Big Bear Funk</b> Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising learning to play classroom instruments and, share and perform the learning that has taken place.  A transition unit: 1. Listen and appraise 2. Musical activities – learn about the interrelated dimensions of music through singing, improvising and playing	<b>Charanga – Reflect, Rewind and Replay</b> Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising learning to play classroom instruments and, share and perform the learning that has taken place.  Consolidation of learning and contextualising the history of music.



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**Foundation**

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					3. classroom instruments. Perform and share.	
<b>Expressive Arts and Design – Art / DT</b>	<b>Artist – Andy Goldsworthy, Hannah Bullen-Ryder</b> <b>Art focus - Loose parts</b> Children will experience: -Making patterns -Feeling textures -Changing designs to create an effect -Making representations	<b>Artist – Alma Thomas</b> <b>Art focus – Collage</b> Children will experience: -Making different effects with colour choices -Controlling tools effectively -Joining pieces effectively -Using different textures to create an effect	<b>Artist- Islamic Art</b> <b>Art focus – patterns (using print)</b> -Making patterns -Choosing different colours and objects -Representing objects and images	<b>Artist – Georgia O’Keefe</b> <b>Art focus – colour mixing</b> -Changing colours -Mixing colours -Keeping brushes clean when colour mixing Making different effects with colour choices	<b>Artist – Saloua Raouda Choucair</b> <b>Art focus – sculpture</b> -Combining pieces to create an effect -Joining pieces effectively -Using tools effectively	<b>Artist – Van Gogh ‘Sunflowers’</b> <b>Art focus - painting</b> -Changing colours -Mixing colours -Cleaning brushes when colour mixing -Making different effects using colour choices
<b>Cultural Capital</b>	-Invite grandparents to talk about their past.	-Use the interactive NASA site to interact with Space exploration. <a href="https://www.nasa.gov/kidsclub/index.html">https://www.nasa.gov/kidsclub/index.html</a> -Ask parents/carers if any of them have a telescope to borrow or an interest in Space which they’d like to share with the children. -Invite a member of the Hindu community into school to talk about Diwali.	-Dinosaur Safari at Blackpool Zoo <a href="https://www.blackpoolzoo.org.uk/experiences/educational-activities/dinosaur-safari">https://www.blackpoolzoo.org.uk/experiences/educational-activities/dinosaur-safari</a> -Engage with upcoming dinosaur exhibits/shows	-Take part in World Book Day -Invite a children’s author into school -Invite parents into school to read and share their favourite traditional tales, including ones from other cultures. -Invite the Vicar into school to talk about Easter.	-Take a trip to Silverdale Leighton Moss RSPB Reserve.	-Take a trip to the beach. -Invite Grandparents to speak about their experiences at the beach when they were young.
<b>Other things to consider...</b>	-International Dot Day (Growth mindset) - 15 <sup>th</sup> September -Harvest	-Bonfire Night – 5 <sup>th</sup> November -Remembrance Day – 11 <sup>th</sup> November -Diwali – 14 <sup>th</sup> November (changeable) -Christmas -Hanukkah	-Chinese New Year -Valentines Day	-World Book Day – 4 <sup>th</sup> March -Mother’s Day – 14 <sup>th</sup> March (changeable) -Comic Relief -Easter	-St George’s Day – 23 <sup>rd</sup> April -Walk to School Week -Eid	-Father’s Day