



## Singleton CE Primary School Long Term Planner

Foundation

	Autumn Term		Spring Term		Summer Term	
	ALL ABOUT ME!	SPACE & INVENTIONS	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 <a href="#">-Rosh Hashanah</a> starts -European Day of Languages <b>October</b> -Black History Month <a href="#">-Yom Kippur</a> -World Space Week -World Teacher’s Day -National Poetry Day -World Mental Health Day <a href="#">-Ada Lovelace Day</a> <a href="#">-Diwali</a>	<b>November</b> -Outdoor Classroom Day -Guy Fawkes Night -Guru Nanak’s Birthday -Remembrance Day -Road Safety Week -Anti-bullying Week <a href="#">-Mary Seacole’s</a> Birthday -Saint Andrew’s Day <b>December</b> <a href="#">-Hanukkah</a> 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 <a href="#">-Holi</a> -International Women’s Day -British Science Week -Saint Patrick’s Day -Mother’s Day -World Poetry Day <a href="#">-Ramadan</a> starts <b>April (1<sup>st</sup> half)</b> -Good Friday -Easter Sunday <a href="#">-Vaisakhi</a> -International Dance Day	<b>April (2<sup>nd</sup> half)</b> <a href="#">-Eid-Al-Fitr</a> -Earth Day -Saint George’s Day <b>May</b> -May Day <a href="#">-Wesak</a> -VE Day -Mental Health Awareness Week	<b>June</b> -World Environment Day -World Oceans Day -Anne Frank’s Birthday -Father’s Day -World Music Day <a href="#">-Eid-al-Adha</a> <b>July</b> -American Day of Independence -Nelson Mandela Day -Anniversary of the First Moon Landing
Christian Values	Respect	Friendship	Endurance	Wisdom	Love	Trust
Whole Class Worship theme	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.	



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Characteristics of Effective Learning	<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 <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. <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.					
Over Arching Principles	<b>Unique Child</b> - Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships</b> - Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. <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. <b>Learning and Development</b> - Children develop and learn at different rates. We must be aware of children who need greater support than others.					
PRIME AREAS						
Personal, Social and Emotional Development	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.					
PSHE / Prevent / British Values	<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):</u> <u>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>
Physical Development	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 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.					
FINE MOTOR	Children will experience: - Threading - Cutting - Weaving, play dough	Children will experience: - Threading - Cutting - Weaving	Children will experience: - Threading - Cutting - Weaving	Children will experience: - Threading - Cutting - Weaving	Children will experience: - Threading - Cutting - Weaving	Children will experience: - Threading - Cutting - Weaving
Daily opportunities for Fine Motor Activities Continuously check the process of children’s handwriting (pencil grip and letter formation,						



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including directionality). Provide extra help and guidance when needed.	<ul style="list-style-type: none"> <li>- Fine Motor activities</li> <li>- Manipulate objects with good fine motor skills</li> <li>- Draw lines and circles using gross motor movements</li> <li>- Hold pencil/paint brush beyond whole hand grasp</li> <li>- Pencil grip</li> <li>- Teach and model correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>- Play dough</li> <li>- Fine Motor activities</li> <li>- Develop muscle tone to put pencil pressure on paper</li> <li>- Use tools to effect changes to materials</li> <li>- Show preference for dominant hand</li> <li>- Engage children in structured activities: guide them in what to draw, write or copy</li> <li>- Begin to form letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Play dough</li> <li>- Fine Motor activities</li> <li>- Handle tools, objects, construction and malleable materials with increasing control</li> <li>- Develop confidence with correct letter formation to gain</li> <li>- Encourage children to draw freely</li> <li>- Holding Small Items / Button Clothing / Cutting with Scissors</li> </ul>	<ul style="list-style-type: none"> <li>- Play dough</li> <li>- Fine Motor activities</li> <li>- Hold pencil effectively with comfortable grip</li> <li>- Forms recognisable letters most correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>- Play dough</li> <li>- Fine Motor activities</li> <li>- Develop pencil grip and letter formation continually</li> <li>- Use one hand consistently for fine motor task</li> <li>- Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</li> </ul>	<ul style="list-style-type: none"> <li>- Play dough</li> <li>- Fine Motor activities</li> <li>- Form letters correctly</li> <li>- Copy a square</li> <li>- Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</li> <li>- Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</li> </ul>
<b>GROSS MOTOR</b>  NEW LANCASHIRE SCHEME of WORK for PE  A stories-based approach	<p><b>What are fundamental movement skills?</b>            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.</p> <p style="text-align: right;">Lancashire County Council 2020</p>					
	<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 fox targets. -Catching an egg – large then small equipment. <u>Music</u> -Chick, chick, chick, chick chicken,	<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. <u>Game Type Activities</u> -Balloon balls, balls and scarves to catch a star. -Scarves to catch a floating star. -Throwing and rolling balls	<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. -Variety of rolls like a hippo. -Balancing on small and large body parts. <u>Game Type Activities</u> -Balloon balls, bulls and scarves to catch big round elephants.	<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 catch a bean. Throwing and rolling balls towards targets. -Catching large then small equipment.	<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. -Jumping off a gym table like a butterfly. -Jumping from spot/hoop to spot/hoop (leaves). <u>Game Type Activities</u>	<b>Seaside / The Lighthouse Keepers Lunch</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 lighthouse. -Hanging and swinging on ropes. -Jumping off a gym table. -Jumping forwards, backwards and side to side. -Balance on a variety of small and large body parts. <u>Game Type Activities</u> -Hooping on waist, arm, foot. -Rolling hoop, spin, push and follow, push and return. -Tag games with belts and bibs





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Developing a passion for reading.	<ul style="list-style-type: none"> <li>• Listen to stories or information that has been read to them.</li> <li>• Recite simple rhymes.</li> <li>• Understand the difference between text and illustrations.</li> <li>• Knows that in English print is read from left to right and top to bottom.</li> <li>• Hold a book correctly and turn pages from front to back.</li> <li>• Talk about the front cover, title and illustrations in stories.</li> <li>• Discuss specific information in non-fiction texts e.g. labels, images.</li> <li>• Look closely at the illustrations to develop understanding of a story.</li> <li>• Activate knowledge linked to own experiences, e.g. tell me about your family.</li> <li>• Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes.</li> <li>• Use recently introduced vocabulary appropriately during discussions.</li> <li>• Say how they feel about stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss stories or information that has been read to them.</li> <li>• Recite simple rhymes and songs.</li> <li>• Understand the difference between text and illustrations.</li> <li>• Knows that in English print is read from left to right and top to bottom and that print conveys meaning.</li> <li>• Hold a book correctly and turn pages from front to back.</li> <li>• Talk about the front cover, title and illustrations in stories.</li> <li>• Discuss specific information in non-fiction texts e.g. labels, images.</li> <li>• Make predictions and anticipate key events based on illustrations and title in stories that have been read to them.</li> <li>• Look closely and discuss the illustrations to develop understanding of the story.</li> <li>• Activate knowledge linked to own experiences, e.g. What do you know about where you live?</li> <li>• Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</li> <li>• Use recently introduced vocabulary appropriately during discussions about texts.</li> <li>• Respond to questions using who and what linked to texts and illustrations.</li> <li>• Identify the main characters in stories.</li> <li>• Explore what a character might say.</li> <li>• Identify the main events in</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss stories or information that has been read to them.</li> <li>• Recite simple rhymes and songs.</li> <li>• Understand and discuss the difference between text and illustrations.</li> <li>• Knows that in English print is read from left to right and top to bottom and that print conveys meaning.</li> <li>• Talk about the front cover, title and illustrations in stories.</li> <li>• Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page.</li> <li>• Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them.</li> <li>• Look closely and discuss the illustrations to develop understanding of the story.</li> <li>• Activate prior knowledge, e.g. What do you know about the queen?</li> <li>• Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</li> <li>• Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories.</li> <li>• Respond to questions using who, what and where linked to texts and illustrations.</li> <li>• Respond to questions about</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss stories or information that has been read to them, or they have read themselves.</li> <li>• Recite a range of simple rhymes and songs.</li> <li>• Understand and discuss the difference between text and illustrations.</li> <li>• Knows that in English print is read from left to right and top to bottom and that print conveys meaning.</li> <li>• Talk about the front cover, title and illustrations in stories.</li> <li>• Discuss specific information in non-fiction texts e.g. labels, images, captions and contents page.</li> <li>• Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves.</li> <li>• Look closely and discuss the illustrations to develop understanding of the story.</li> <li>• Activate prior knowledge, e.g. Where might you see some animals?</li> <li>• Explore, discuss and revisit new vocabulary linked to stories, nonfiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</li> <li>• Use recently introduced vocabulary appropriately during discussions linked to non-fiction and when retelling stories.</li> <li>• Respond to questions using who, what, where and when linked to texts and illustrations.</li> <li>• Respond to questions about how</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss stories or information that has been read to them, or they have read themselves.</li> <li>• Recite a range of simple rhymes, songs and poems.</li> <li>• Understand the difference between text and illustrations in a range of text types.</li> <li>• Knows that in English print is read from left to right and top to bottom and that print conveys meaning in an range of texts.</li> <li>• Talk about the front and back cover in stories, discuss the title and illustrations.</li> <li>• Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary.</li> <li>• Make predictions and anticipate key events based on illustrations, story content and title in stories that have been read to them, or they have read themselves.</li> <li>• Look closely and discuss in more detail the illustrations to develop understanding of the story.</li> <li>• Activate prior knowledge e.g. What do you know about sharks?</li> <li>• Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</li> <li>• Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes and themes, and when retelling stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss stories or information that has been read to them, or they have read themselves.</li> <li>• Recite a range of simple rhymes, songs and poems.</li> <li>• Understand the difference between text and illustrations in a range of text types.</li> <li>• Knows that in English print is read from left to right and top to bottom and that print conveys meaning in an range of texts.</li> <li>• Talk about the front and back cover in stories, discuss the title and illustrations.</li> <li>• Discuss specific information in non-fiction texts e.g. labels, images, contents page, captions, glossary.</li> <li>• Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves</li> <li>• Look closely and discuss in more detail the illustrations to develop understanding of the story</li> <li>• Activate prior knowledge, e.g. Do you know any stories about bears?</li> <li>• Explore, discuss and revisit new vocabulary linked to stories, nonfiction, poetry, rhymes and themes, e.g. word rap, vocabulary wall, word tree.</li> <li>• Use and show understanding of recently introduced vocabulary appropriately during discussions linked to non-fiction, rhymes poetry and themes, and when</li> </ul>
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		<p>stories, e.g. discuss what happened at the beginning, during and end of a story.</p> <ul style="list-style-type: none"> <li>Use actions and pictures to orally retell stories in their own words.</li> <li>Role play stories using simple props and recently introduced vocabulary.</li> <li>Say how they feel about stories.</li> </ul>	<p>how and why something is happening.</p> <ul style="list-style-type: none"> <li>Identify and describe the main characters in stories.</li> <li>Explore what a character might say or feel.</li> <li>Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story.</li> <li>Use actions and pictures to orally retell stories in their own words.</li> <li>Role play stories using simple props and recently introduced vocabulary.</li> <li>Say how they feel about stories, songs and rhymes.</li> </ul>	<p>and why something is happening.</p> <ul style="list-style-type: none"> <li>Identify and describe the main characters in stories.</li> <li>Explore what a character might say and feel.</li> <li>Identify and discuss the main events in stories, e.g. why did the wolf run away?</li> <li>Use actions and pictures to orally retell stories in their own words.</li> <li>Role play stories and events using simple props and recently introduced vocabulary.</li> <li>Say how they feel about stories, songs, rhymes and non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to questions using who, what, where and when linked to texts and illustrations.</li> <li>Respond to questions about how and why something is happening.</li> <li>Identify, describe and discuss the main characters in stories.</li> <li>Explore what a character might say and feel.</li> <li>Identify, discuss and sequence the main events in stories.</li> <li>Use actions and pictures to orally retell stories in their own words.</li> <li>Role play stories and events using simple props and recently introduced vocabulary.</li> <li>Say how they feel about stories, songs, rhymes, non-fiction and poems.</li> </ul>	<p>retelling stories.</p> <ul style="list-style-type: none"> <li>Respond to questions using who, what, where and when linked to texts and illustrations.</li> <li>Respond to questions about how and why something is happening.</li> <li>Identify, describe and discuss the main characters in stories.</li> <li>Explore what a character might say, feel and/or think.</li> <li>Identify, discuss and sequence the main events in stories.</li> <li>Use actions and pictures to orally retell stories in their own words.</li> <li>Role play stories and events using simple props and recently introduced vocabulary.</li> <li>Say how they feel about stories, songs, rhymes, non-fiction and poems.</li> </ul>
Literacy – Phonics Red Rose Letters and Sounds	<p><b>Phase 1 &amp; 2</b></p> <p><u>Week 1</u> Phase 1</p> <p><u>Week 2</u> Phase 2 Teach: s a t</p> <p><u>Week 3</u> Phase 2 Teach: p i n</p> <p><u>Week 4</u> Phase 2 Teach: m d g</p> <p><u>Week 5</u> Phase 2 Consolidate: s a t p i n m d g</p> <p><u>Week 6</u> Phase 2 Teach: o c k</p>	<p><b>Phase 2</b></p> <p><u>Week 7</u> Phase 2 Teach: ck e u Teach: I, to</p> <p><u>Week 8</u> Phase 3 Teach: r h b Teach: no, go</p> <p><u>Week 9</u> Phase 2 Consolidate: o c k ck e u r h b Teach: into</p> <p><u>Week 10</u> Phase 3 Teach: f f f l Consolidate: the, I, to, no, go, into</p>	<p><b>Phase 3</b></p> <p><u>Week 1</u> Phase 3 Teach: j v w Teach: he, she</p> <p><u>Week 2</u> Phase 3 Teach: x y z zz Teach: we, be, me</p> <p><u>Week 3</u> Phase 3 Teach: qu ch sh Teach: was, my</p> <p><u>Week 4</u> Phase 3 Teach: th th ng Teach: you, they</p>	<p><b>Phase 3</b></p> <p><u>Week 6</u> Phase 3 Teach: ai ee Teach: her all</p> <p><u>Week 7</u> Phase 3 Teach: igh oa Teach two-syllable words Teach: are, like</p> <p><u>Week 8</u> Phase 3 Teach: oo oo Teach two-syllable words Teach: said, when</p> <p><u>Week 9</u> Phase 3 Teach: ar or</p>	<p><b>Phase 3</b></p> <p><u>Week 11</u> Phase 3 Teach: ur ow Teach: come, do</p> <p><u>Week 12</u> Phase 3 Teach: oi ear Introduce: pseudo words Teach: so, were</p> <p><u>Week 13</u> Phase 3 Teach: air ure er Introduce: pseudo words Teach: some, there</p> <p><u>Week 14</u> Phase 3 Consolidate: ur ow oi ear air ure er Teach: out, little, what</p>	<p><b>Phase 4</b></p> <p><u>Week 2</u> Phase 4 Teach: CCVC &amp; CCVCC Teach: some, come, were, there</p> <p><u>Week 3</u> Phase 4 Teach: CCCVC &amp; CCCVCC Teach: little, do, one, when</p> <p><u>Week 4</u> Teach: polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants Teach: out, what, it's</p> <p><u>Following weeks</u> Consolidate as required</p>



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	<p>Teach: <b>the</b></p> <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 l ll ss Consolidate: <b>the, I, to, no, go, into</b></p>	<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 l 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. Children enjoy a range of books from a wide range of genre and cultures.</p> 	<p><b>The Literacy Tree Writing Roots:</b></p> <p><b>-So Much</b> Children will receive writing opportunities based around: Performance/narrative poetry; own version narrative poem.</p> <p><b>-I am Henry Finch</b> Children will receive writing opportunities based around: Thought-bubbles, lists, commands, letters of advice</p> <p><b>-Weirdo</b> Children will receive writing opportunities based around: Posters, notes, badges, letters, writing in role, leaflets</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 Writing Roots:</b></p> <p><b>-Look Up</b> Children will receive writing opportunities based around: Signs and labels, thought bubbles, flyers, letters of advice</p> <p><b>-Izzy Gizmo</b> Children will receive writing opportunities based around: Signage, letters of advice, lists, labelled diagrams</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 Writing Roots:</b></p> <p><b>-Anansi the Spider</b> Children will receive writing opportunities based around: Labels and captions, call-and-response poems, descriptive posters, simple explanations</p> <p><b>-Hairy Maclary from Donaldson's Dairy</b> Children will receive writing opportunities based around: Character description, writing in role, letters, leaflet</p> <p><b>-Halibut Jackson</b> Children will receive writing opportunities based around: Signs and labels, captions, invitations, narrative sequel</p> <p><b>Other texts which may be used as a stimulus:</b> -Tyrannosaurus Drip by Julia Donaldson -Rumble in the Jungle by Giles Andreae -Little World: On Safari by</p>	<p><b>The Literacy Tree Writing Roots:</b></p> <p><b>-Little Red</b> Children will receive writing opportunities based around: Labels, notes of advice, adverts, own version narrative</p> <p><b>-The Magic Paintbrush</b> Children will receive writing opportunities based around: Labels, writing in role, thank you letters, own version narratives</p> <p><b>-Where the Wild Things Are</b> Children will receive writing opportunities based around: Oral re-telling, developing a new character, own version narrative</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</p>	<p><b>The Literacy Tree Writing Roots:</b></p> <p><b>-Bringing Rain to Kapiti Plain</b> Children will receive writing opportunities based around: Labels and captions, re-tellings, simple explanations</p> <p><b>-The Tiny Seed</b> Children will receive writing opportunities based around: Labels and captions, re-telling, writing in role, narrative, letter</p> <p><b>-The Extraordinary Gardener</b> Children will receive writing opportunities based around: Labels, letters of advice, instructions, narratives</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</p>	<p><b>The Literacy Tree Writing Roots:</b></p> <p><b>-The Night Pirates</b> Children will receive writing opportunities based around: Writing in role, letters, a 'how to' guide</p> <p><b>-The Lighthouse Keepers Lunch</b> Children will receive writing opportunities based around: Lists, menus, diagrams, speech bubbles</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 Teasure Map by James Dean -The Night Pirates by Peter Harris -The Lighthouse Keeper's Lunch</p>





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	Autumn Term		Spring Term		Summer Term	
	ALL ABOUT ME!	SPACE & INVENTIONS	ANIMALS	ONCE UPON A TIME	NATURE DETECTIVES	PIRATES and the SEASIDE
			Samantha Meredith -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	Middleton Elya -Ladybird First Favourite Tales	-National Geographic Book of Nature Poetry: More than 200 poems with photographs the float, zoom, and bloom! -Lola Plants a Garden by Anna McQuinn	
<b>Mathematics</b>   	Children will experience: - Count up to four objects or actions - Recognise unused numerals 1 to 4 - Understand numbers within numbers; Separating a small group of objects in different ways - Use the language of comparison: 'more', 'less', 'fewer', 'the same', 'enough', 'not enough' and 'too much' - Compare quantities of objects and find 'one more' and 'one fewer' - Order numbers and quantities from 0-4 and introduce 0	Children will experience: -Explore same and different, positional language, ordering events and 3D shapes - Recognise, describe and name 3D shapes; Choose a shape for a particular purpose based on its properties - Use and respond to everyday language about position - Order short sequences of familiar events; Use everyday language to talk about time - Count up to 10 objects; Counting out a quantity to match a numeral - Count up to six objects and actions - Recognise spot patterns and numerals to 6 - Recognise mistakes in counting and correct them - Count up to 10 objects and actions; -Read numerals up to 10 and match with the correct number of objects - Count the object in two groups to find the total	Children will experience: -Find the number that is one more or one fewer than a given number without counting -Addition within 10, beginning to count on - Subtraction within 10, beginning to count back - Compare two objects by direct comparison in terms of height, length and size - Compare and order two or three lengths and heights by direct comparison - Compare and order two or three lengths and heights by direct comparison - Compare an order two weights by direct comparison -Compare and order two capacities and distances by direct comparison - Compare and order two capacities and distances by direct comparison	Children will experience: - Extend counting to 11 and 12 - Explore doubles to double 6 - Recognise and order numerals to 12 - Explore 11 as ten and one more, 12 as ten and two more - Explore doubling as two groups of the same number, having as 'undoing' doubling -Explore 2D faces on 3D shapes and patterns -Explore common patterns -Sort objects according to a particular criterion, including their size -Recognise and name 2D shapes in a variety of sizes and orientations -Recognise common patterns -Recognise, continue and create repeating patterns -Group objects in twos and understand sharing fairly -Share objects into groups of the same size	Children will experience: -Count in 2s, including counting two objects at a time by counting in 2s -Extend counting to 2 - Estimate and count to 20 - Begin to recognise and order numerals to 20 - Use the language of time Measure short periods of time by counting - Begin to develop some understanding of what money is used for and recognise some coins and bank notes - Sort coins according to a given criterion - Begin to recognise coins and bank notes with a focus on 1p and 2p coins -Shopping with 1p and 2p coins -Begin to recognise that a 2p coin has the same value as two 1p coins -Measuring height, length, weight and capacity with a different object -Measuring length with a variety of non-standard, but regular units	Children will experience: - Measure weight and capacity with a variety of non-standard, but regular units - Estimate, count and compare quantities using numbers up to 20 - Find one more and one fewer within 20 - Order numerals to 20 - Count out a quantity of objects from a larger group - Add and subtract to single digit numbers using counting on and back - Interpret the results of a survey - Estimate (and count to check) and order numerals up to 20 - Estimate and order numbers up to 20 - Explore simple block diagrams - Apply knowledge of relationships between numbers and time in real life contexts - Extend use of ordinal numbers
<b>Understanding the World Science</b>	Rising Stars Science: -Dough Babies	Rising Stars Science: -Zarg's World	Rising Stars Science: -Pets and Vets	Rising Stars Science: -Save the Gingerbread Man	Rising Stars Science: -The Potting Shed	Rising Stars Science: -Pirates







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	ALL ABOUT ME!	SPACE & INVENTIONS	ANIMALS	ONCE UPON A TIME	NATURE DETECTIVES	PIRATES and the SEASIDE

<div></div> <div>Children will also complete seasonal activities throughout the year.</div>	<div><p>Most Early Years teachers regularly make play-dough for their classroom. Involving children in making their own play-dough gives them an exciting and motivating opportunity to understand a relevant application of science.</p></div> <div><p><b>-Food of the Seasons</b></p><p>This unit gives children the opportunity to develop skills and attitudes that help them to prepare and enjoy food that is healthy. They make the connection between seasons and food.</p></div>	<div><p>This unit uses the persona of an alien visitor in need of help to understand life on Earth, to help the children see their own everyday experiences through new eyes and to begin to understand Earth’s position in Space.</p></div> <div><p><b>-Light Magic</b></p><p>In this unit children will explore the nature of light. They will have experience of creating a ‘Dark Den’, playing with shadows and experimenting with colour, reflections and light sources.</p></div>	<div><p>Most children love animals and find them intrinsically interesting. This unit capitalizes on that interest and invites children to think about what animals need to stay healthy. It also helps them to make the connection between their own needs and the needs of other animals.</p></div> <div><p><b>-Dinosaurs</b></p><p>This unit explores a variety of activities both indoors and out and demonstrates the science potential of dinosaurs can be realised. It takes advantage of children’s natural fascination with these extinct animals and explores five key areas: Classification, Knowledge about dinosaurs, Camouflage, Fossils and Extinction.</p></div>	<div><p>This unit uses the familiar story of the Gingerbread man but gives it a twist that leads to problem solving scenarios drawing heavily on children’s understanding of the world, particularly science. Changing the story offers a range of problems such as building a raft, bridge and life jacket to help the Gingerbread Man to cross the river without the help of the fox.</p></div> <div><p><b>-Biscuit Bears</b></p><p>The children sort and make biscuits to develop their understanding of materials, including how they can be changed using force and heat. The children will develop skills and understanding in carrying out simple comparative tests on keeping biscuits fresh. You could begin this topic by reading an engaging book, such as <i>Biscuit Bear</i> by Mini Grey.</p></div>	<div><p>The transformation of a seed or bulb into a plant is an everyday miracle that never ceases to amaze and inspire. In this unit, children set up a potting shed where they develop their skills and confidence as gardeners and increase their knowledge about plants.</p></div> <div><p><b>-Into the Woods</b></p><p>Woodlands are the setting for many fairy tales and the home of imaginary creatures. They are also the ‘natural environment’ for much of the British Isles and are consequently the home of many iconic British animals and plants. In this unit children explore and enjoy both the story book and ‘real life’ elements of woodlands as they plan their own trip ‘into the woods’.</p></div>	<div><p>In this unit, role playing pirates provides the context for floating and sinking, sorting and identifying materials and animals alongside activities to develop children’s creativity and problem solving.</p></div> <div><p><b>-Whatever the Weather</b></p><p>The British have a reputation for always talking about the weather and it is likely to be important part of the welcome really is fascinating and an exciting context for the application of science.</p></div>
<div></div> <div>Understanding the World History</div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Talking about who is in their family.</li><li>-Talking about who the members of their local community are.</li><li>-Finding out about the prominent figures from communities in the past. E.g. Florence Nightingale</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-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)</li><li>-Looking at images from the past and comparing these with present pictures.</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Finding out about when the dinosaurs existed.</li><li>-Thinking about whether people were alive at the time of the dinosaurs?</li><li>-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)</li><li>-Finding out about why the dinosaurs died out?</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Learning how life has changed from books which were set in the past. E.g. Jack and the Beanstalk vs present</li><li>-Finding out about who lived in castles.</li><li>-What was it like to live in a castle.</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Learning about how Beatrix Potter inspired a love of nature.</li><li>-Who John Muir and Charles Darwin were and what they did.</li><li>-What these people did: David Attenborough, Chris Packham, JB (Down on the Farm), Hamza (Let’s Go for a Walk)</li><li>-How people’s awareness of conservation has been raised by these people.</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-How life has changed since pirate times.</li><li>-Why there were pirates.</li><li>-Who some famous pirates from the past were.</li><li>-If we still have pirates today.</li></ul></div>
<div>Understanding the World Geography</div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Finding out about where they live and where their school is situated.</li><li>-Describing what it is like where they live.</li><li>-Finding out about their school environment.</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>- Drawing a map of their journey to school.</li><li>- Talking about what they already know about Earth and finding out new facts.</li><li>- Learning about where the</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Learning about what the features of earth were during dinosaur times and how this was different from Earth as it is today.</li><li>-Learning about what the weather is like at this time of</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Investigate the features of the countryside in our local area.</li><li>-How the countryside is different to a town.</li><li>-What the weather like now?</li><li>-How has it changed?</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-What the habitats/environments are like around school.</li><li>-What it is like to live here.</li><li>-What environmental changes have taken place recently? e.g. new roads etc</li></ul></div>	<div>Children will experience:</div> <div><ul style="list-style-type: none"><li>-Where the seas and oceans are.</li><li>-What is it like at the seaside.</li><li>-What it is like on an island and what features can they see?</li><li>-What symbols they can use on a map.</li></ul></div>



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	<ul style="list-style-type: none"> <li>-Looking at aerial photos of the school.</li> <li>-What the weather like at this time of year (the seasons).</li> </ul>	<ul style="list-style-type: none"> <li>different countries are where they have visited.</li> <li>-What it is like on the Moon and how it is different to Earth.</li> <li>-Learning about how we move around Earth and how this is different to how astronauts move around in Space.</li> <li>-How day/night views of Earth differ from Space and why?</li> </ul>	<ul style="list-style-type: none"> <li>year.</li> </ul>	<ul style="list-style-type: none"> <li>-How can I draw a map of my story? What symbols will I use?</li> </ul>	<ul style="list-style-type: none"> <li>-Take responsibility for their surroundings e.g. go on a litter pick</li> <li>-What does our local area look like from a bird's eye view and from an ant's eye view.</li> </ul>	<ul style="list-style-type: none"> <li>-What the weather is like now.</li> </ul>
<b>RE</b> <b>Blackburn Diocese Planning</b>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>EYFS 1: I am Special</b> (This contains a Non-Christian Faith unit)</p>  <p><b>ISLAM</b></p> <ul style="list-style-type: none"> <li>-give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.</li> </ul> <p><b>EYFS 2: Harvest</b></p> <ul style="list-style-type: none"> <li>-give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.</li> </ul>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>EYFS 3: Special People</b> (This contains a Non-Christian Faith unit)</p>  <p><b>ISLAM / BUDDHISM / SIKHISM</b></p> <ul style="list-style-type: none"> <li>-Give pupils an opportunity to explore Christian values through their own actions and the actions of others.</li> <li>-Highlight the role of significant/special people in pupil's lives.</li> <li>-emphasise the ways in which Jesus was a special person.</li> </ul> <p><b>EYFS 4: Christmas</b> (This contains a Non-Christian Faith unit)</p>  <p><b>HINDUISM</b></p> <ul style="list-style-type: none"> <li>-Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth</li> </ul>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>EYFS 5: Stories Jesus Heard</b></p> <ul style="list-style-type: none"> <li>- Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</li> </ul> <p><b>EYFS 6: Stories Jesus Told</b></p> <ul style="list-style-type: none"> <li>- Explore the stories that Jesus told and know that he told them to teach us about God.</li> </ul> <p><b>EYFS 7: Easter</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>EYFS 7: Easter</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>EYFS 8: Friendship</b></p> <ul style="list-style-type: none"> <li>-Explore the meaning of friendship, how we make friends and why friends are important.</li> <li>-Know about Jesus making friends, how he made friends and who he chose</li> </ul>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>EYFS 9: Prayer</b></p> <ul style="list-style-type: none"> <li>-Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.</li> </ul> <p><b>EYFS 10: Special Places</b> (This contains a Non-Christian Faith unit)</p>  <p><b>ISLAM / HINDUISM</b></p> <ul style="list-style-type: none"> <li>-Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.</li> </ul>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>EYFS 11: Special Times</b> (This contains a Non-Christian Faith unit)</p>  <p><b>SIKHISM / HINDUISM / ISLAM / JUDAISM</b></p> <ul style="list-style-type: none"> <li>-Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.</li> <li>-Introduce pupils to the story of Pentecost and God as Holy Spirit.</li> </ul>
<b>Expressive Arts and Design - Music</b>	<b>KAPOW</b>  Exploring sound	<b>KAPOW</b>  Celebration music	<b>KAPOW</b>  Music and Movement	<b>KAPOW</b>  Musical stories	<b>KAPOW</b>  Transport	<b>KAPOW</b>  Big Band



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	<ul style="list-style-type: none"> <li>-To explore using our voices to make a variety of sounds.</li> <li>-To explore how to use our bodies to make sounds</li> <li>-To explore different sounds and think about tempo</li> <li>-To explore the sounds of different instruments</li> <li>-To experiment with tempo and dynamic when playing instruments</li> <li>-To identify sounds in the environment and differentiate between them.</li> <li>-To use musical vocabulary when describing environmental sounds.</li> <li>-To identify and describe familiar nature sounds and differentiate between them</li> <li>-To use voices to imitate natural sounds</li> </ul>	<ul style="list-style-type: none"> <li>-To learn about music from another culture, particularly when related to the festival of Diwali</li> <li>-To respond to music with movement</li> <li>-To learn about music from another culture, particularly when related to the festival of Hanukkah.</li> <li>-To learn the names of some traditional Jewish musical instruments.</li> <li>-To play and move to traditional Jewish Hanukkah music.</li> <li>-To learn about music from another culture, particularly when related to the festival of Kwanzaa</li> <li>-To take part in a traditional call and response song</li> <li>-To find classroom objects to use as drums and play in response to African music</li> <li>-To learn about traditional Christmas music</li> <li>-To take part in a group song involving singing, voice sounds and playing instruments</li> <li>-To sing and move to a Christmas song</li> <li>-To suggest appropriate actions to match song lyrics</li> <li>-To sing and move to Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>-To understand why songs, have actions</li> <li>-To learn some simple Makaton signs to accompany a song</li> <li>-To explore beat through body movement</li> <li>-To express feelings and emotions through movement to music</li> <li>-To explore beat through body movement</li> <li>-To express feelings and emotions through movement to music</li> <li>-To explore pitch and tempo through scarf dancing and body movement</li> <li>-To express feelings and emotions through movement to music</li> <li>-To perform action songs to a small audience.</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.</li> <li>-To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</li> <li>-To talk about how a piece of music makes you feel.</li> <li>-To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story.</li> <li>-To understand that music and instruments can be used to convey moods or represent characters.</li> <li>-To talk about how a piece of music makes you feel.</li> <li>-To use actions to retell a story to music</li> <li>-To sing and perform a group song</li> <li>-To learn how instruments can represent a certain mood, character or action</li> <li>-To experiment with the sounds of different instruments</li> <li>-To create a musical story based upon a familiar routine</li> <li>-To use instruments to represent moods or actions</li> <li>-To play an instrument as part of a group story</li> <li>-To create a musical story based upon a familiar routine</li> <li>-To use movement to express moods or actions within a musical story</li> <li>-To play an instrument as part of a musical story and perform as a group</li> </ul>	<ul style="list-style-type: none"> <li>-To explore creating sound effects.</li> <li>-To explore making sounds at different speeds.</li> <li>-To explore creating sound effects</li> <li>-To interpret symbols to show a change in speed.</li> <li>-To explore moving to different tempos</li> </ul>	<ul style="list-style-type: none"> <li>-To discuss what makes a musical instrument</li> <li>-To use recyclable materials to create a simple representation of a musical instrument</li> <li>-To learn what an orchestra is</li> <li>-To learn about the four different groups of musical instruments</li> <li>-To copy and follow a beat</li> <li>-To follow a beat using an untuned instrument</li> <li>-To copy and follow a beat</li> <li>-To follow a beat using an untuned instrument</li> <li>-To choose appropriate instruments to represent different parts of a song.</li> <li>-To perform a practised song to a small audience.</li> </ul>



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	Autumn Term		Spring Term		Summer Term	
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<p>Expressive Arts and Design – Art / DT</p> 	<p><b>KAPOW</b></p> <p><b>Drawing – Marvelous marks</b></p> <ul style="list-style-type: none"> <li>-To explore making marks with wax crayons.</li> <li>-To investigate the marks and patterns made by different textures.</li> <li>-To explore making marks with felt tips.</li> <li>-To use a felt tip to make patterns.</li> <li>-To explore making marks with chalk.</li> <li>-To make controlled large and small movements.</li> <li>-To compare different ways of making marks and drawing.</li> <li>-To explore mark making using pencils.</li> <li>-To create a simple observational drawing.</li> <li>-To explore mark making using pencils.</li> <li>-To create a simple observational drawing.</li> <li>-To use a variety of colours and materials to create a self-portrait.</li> <li>-To express their own self-image through art.</li> </ul>	<p><b>KAPOW</b></p> <p><b>Painting and mixed media - Paint my World</b></p> <ul style="list-style-type: none"> <li>-To explore paint through finger painting.</li> <li>-To create natural paintbrushes using found objects.</li> <li>-To respond to music through the medium of painting.</li> <li>-To make child-led collages using mixed media.</li> <li>-To create landscape collages inspired by the work of Megan Coyle.</li> <li>-To create a large piece of group artwork based around fireworks.</li> </ul>	<p><b>KAPOW</b></p> <p><b>Textiles - Bookmarks</b></p> <ul style="list-style-type: none"> <li>-To develop threading and weaving skills.</li> <li>-To practise and apply weaving skills to a specific material e.g. paper.</li> <li>-To practise and apply threading skills with specific materials e.g. hessian and wool.</li> <li>-To use threading or sewing to design a product (bookmark).</li> <li>-To create a textiles product (bookmark) following their own design.</li> </ul>	<p><b>KAPOW</b></p> <p><b>Cooking &amp; Nutrition -Soup</b></p> <ul style="list-style-type: none"> <li>-To explore fruits and vegetables and the differences between them.</li> <li>-To use adjectives to describe how fruits and vegetables look, feel, smell and taste.</li> <li>-To listen to and recall elements from the story 'The Best Pumpkin Soup.'</li> <li>-To explore a pumpkin and describe it using the five senses.</li> <li>-To design a fruit and vegetable soup recipe.</li> <li>-To practise cutting with a knife.</li> <li>-To learn how to use a knife safely.</li> <li>-To observe and help (where appropriate) with the use of tools to prepare ingredients.</li> <li>-To describe the finished product and evaluate the process.</li> <li>-To design food packaging.</li> </ul>	<p><b>KAPOW</b></p> <p><b>Sculpture and 3D - Creation Station</b></p> <ul style="list-style-type: none"> <li>-To explore clay and its properties.</li> <li>-To explore playdough and its properties.</li> <li>-To use tools safely and with confidence.</li> <li>-To create natural 3D landscape pictures using found objects.</li> <li>-To generate inspiration and conversation about sculpture art and artists.</li> <li>-To begin making a 3D clay sculpture using the designs created last week.</li> <li>-To make a 3D clay sculpture using the designs created last lesson.</li> </ul>	<p><b>KAPOW</b></p> <p><b>Structures – Boats</b></p> <ul style="list-style-type: none"> <li>-To understand what waterproof means and to test whether materials are waterproof.</li> <li>-To test and make predictions for which materials float or sink.</li> <li>-To learn about the different features and structures of boats and ships.</li> <li>-To investigate how the shape and structure of boats affects the way they move.</li> <li>-To design a boat.</li> <li>-To create a boat based upon their own design.</li> </ul>
	<p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>-Invite grandparents to talk about their past.</li> </ul>	<ul style="list-style-type: none"> <li>-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></li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-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></li> <li>-Blackpool Zoo</li> </ul>	<ul style="list-style-type: none"> <li>-Take part in World Book Day</li> <li>-Invite a children's author into school</li> <li>-Invite parents into school to read and share their favourite traditional tales, including ones from other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>-Take a trip to Silverdale Leighton Moss RSPB Reserve.</li> <li>-Take a trip to the beach.</li> <li>-Invite Grandparents to speak about their experiences at the beach when they were young.</li> </ul>



## Singleton CE Primary School Long Term Planner

Foundation

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

		-Invite a member of the Hindu community into school to talk about Diwali.		-Invite the Vicar into school to talk about Easter.		
Other things to consider...	-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  -Valentine's 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  -National Smile month	-Father's Day