

Wagtails
Long Term Planning
2015/2016

		Prime	Prime	Prime	Specific		Specific		Specific	Specific
Date s	Topic	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy		Maths		Understanding the world	Expressive Arts and Design
					Reading	Writing	Numbers	Shape, space and measure		
Autumn 1	All About Me	RRR - Class charter. Talk about own feelings and behaviours. Accessible resources for child initiated play. Choosing - children to choose own resources.	Children to manage own personal hygiene - children to get changed for P.E. Riding ride on toys - navigate way around playground. PE- Dance	Show and tell -to talk to whole class and listen to other children. To talk about self in the past using past tense. To sit quietly during story time and respond to the story. Sound walks outside.	Starting school stories - all about me stories. Children to read own name. Joining in with rhyming songs. Letters and sounds phase 1 RWI Handle books carefully, hold correctly and turn pages.	Writing own name. Give meanings to marks as they draw and paint. Y1-writing recounts about the summer holiday, writing an auto biogeography,	Counting to 10, ordering numbers to 10. Number rhymes and songs. (assessment) Introduce children to Numicom	Water and sand play - capacity language. Size - measuring me, how I have grown and comparing height.	Personal history, my family, when I was a baby. Sense of place - finding way around classroom and school - how this is different to home - likes and dislikes about places. Operates simple equipment e.g. CD player, camera, remote control. Y1- internet safety, talking about holiday destinations, naming and fining on a map.	Singing familiar nursery rhymes. Drawing pictures of self and family. Explore colour with eye, hair and skin colour. Y1- to paint a self- portrait, to mix own colours.
Autumn 2	My Hero/ Harvest/ firework night	Talk about own feelings. Be able to talk about their likes and dislikes. Forming relationships with other children- link to heroes in own life, e.g. mum, dad, police man, fireman etc...	Children to manage own personal hygiene Fine motor skills - cutting, holding a pencil. Cooking - knowing how to stay healthy and what foods are healthy. P.E - Gymnastic	Joining in and retelling stories. Talking about stories on a one to one and in small groups. Join in with repeated refrains and anticipate key events and rhyme. Following instructions. Listen to stories on easi- ears.	Hero stories Alliteration, rhyme and repeated refrains. Continue a rhyming string. Anticipate key events. Be aware of how stories are structured and suggest an ending.	Hears and says the initial sounds in words. Links sounds to letters, naming and sounding the letters of the alphabet. Write simple labels. Y1-wtiting superhero instructions, hero	Comparing two groups of objects. Introduce more, less, fewer Begin to represent numbers using fingers, marks on paper or pictures. Expose children to numbers to	Shapes in the environment. Use names for 2D shapes. Using positional language.	How we are unique and how the heroes are unique and special. Y1- Winston Churchill - War time Hero The continents - how are places different to home - to name the 7 continents.	Construct homes for the characters using different materials. Making superhero mask and car. Retelling stories

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						stories, thank you letters to visitor.	20.		Using ICT to make Art work. Seasonal changes.	through small world and role play. Y1- to make a super hero car using different materials and review it once made.
Autumn 2 Weeks 14-15	Celebrations	Children to reflect on their favourite thing that they have done at school so far. Thinking about Xmas and what gift they may give to people and why? Talk about feeling linking to the Xmas story and how Mary may have been feeling.	Children to manage own personal hygiene Fine motor skills - cutting, holding a pencil. Use clay and tools to make a Christmas gift. Traveling in a range of ways, over - under - through - balancing - climbing and jumping safely. Continue to develop personal hygiene and change independently P.E - Gymnastic	Joining in with the Christmas nativity. Listens to stories about Christmas recalling key events. Children to order the events in the Christmas story. Extending vocabulary when looking at celebrations from around the world.	Hears and says the initial sounds of words. Learn new vocabulary relating to Christmas and other celebrations learnt about. Begins to read simple high frequency words and retell a familiar story.	Uses clear letters to form meaning in cards and when labelling. Attempts to write simple sentences about Christmas. Y1- retelling the Christmas story, writing, instructions how to make a Christmas decoration, writing Christmas list and invitations.	Comparing two groups of objects. Introduce more, less, fewer Begin to represent numbers using fingers, marks on paper or pictures. Expose children to numbers to 20.	Using shapes in building and when drawing. Use shape language - round, straight etc... and size language.	To know about family customs and routines. Thinking about Christmas and other celebrations. The Christmas story, what Christians believe. Y1- Christmas in the past, how my parent's charismas' were different to mine, Christmas around the world. Seasonal changes.	Explore materials - using clay. Singing Christmas songs. Children to explore using instruments along to Christmas songs. Y1- To design and make a Christmas decoration a range of materials.

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Spring 1	Once Upon A Time	Taking turns in role play. Talking about problems and baddies in stories and what can be done to resolve problems. Characters feelings. Choosing resources to make houses (3 little pigs) and setting challenge with this.	Gross motor skills - throwing and catching - jumping. Using tools to make clay houses, and develop control of a pencil and paint brush. To change independently. Throwing and catching and navigating space. P.E - Team Games	Use talk to order events in stories, use role play to retell stories. Explore the initial sounds of key words in stories. To listen to stories and predict events in the story. To follow a story without pictures of props. Continue to develop knowledge of sounds and identify initial sounds within stories.	. To read a range of books - fiction and nonfiction. To be able to say the initial sound and read simple words in a range of words in traditional tales. Children to segment sounds in words and blend together. To start reading digraphs.	Attempts to write short sentences in meaningful contexts when retelling stories. Writes labels and lists for making a house. Begin to segment and blend more fluently. To name and sound the letters of the alphabet. Writing short sentences in recount style about the trip. Y1- writing stories, retelling traditional tales, character profiling, newspaper reports.	Children to be able to find one more than a number to 10 and then one less than a number to 10. Know that finding one more than is the same as adding one and one less than is the same as taking away one. Then adding number to 5 to 10 and taking numbers to 5 away from 10.	Begin to name 2D and 3D shapes using correct names and also describe their features. Describe the position of a shape when building houses. To be able to order according to size and weight and capacity.	Thinking about the similarities and differences between the 3 pigs. Similarities and difference of materials used to make houses and the characteristics of the materials. Children to use simple ICT programs. Use remote-control cars. To think about why and how things happen - how cars move and why? Thinking about how things work. Y1- Everyday martials - building homes and comparing materials. Talk about the settings of the stories, describing physical features of the world they are set in.	Children to act out traditional tales, role play as characters. Children to explore materials and using tools to create houses from different materials. Y1-select from a rage of materials and make a model liking to the stories.
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Spring 2	Growing/ Being Healthy	Healthy eating and exercise. Can talk about self in terms of how they have grown and changed. Take pride in a care for own plant.	Running into space and changing direction with control. Is able to form all letters and numbers to 10 using correct pencil grip. To know the importance of exercise - healthy diet and how to stay healthy. P.E - Gym	To use vocabulary linked to growing plants and staying healthy. Can talk through the process of growing a plant using time related language. Follow instructions involving a 2 part sequence. Is able to focus when listening and recall what they have heard.	To know where to find information about plants in a book and that the computers can also be used to find out information about growing. To read simple sentences pausing for full stops.	Independently label plants and people. Write lists about what a plant needs to grow. To write sentence starting with a capital letter and what makes us healthy. Y1- to make a how to stay healthy information book, menu for the café, to read and follow instructions and to write instructions.	Counting to 20 ordering numbers to 20. Counting back from 10 to 0. Recording number 0-20. Adding 2 numbers to 10 together and taking away number to 10 form ten.	To be able to order plants according to length. To be able to order events in time - the life cycle of a plant. To use simple language related to time - days of week and relating to the growth of a plant.	To know what plants need to grow, that plants and people are all living things. To grow plants and take care for them. To know that we grow and what we need to stay healthy. Y1- Florence Nightingale - growing beans and recording growth., changes in the seasons.	Garden centre role play corner - growing dances. Using natural objects for printing and art work. Experiment to create different textures. Y1- healthy food, design a healthy meal for a friend.
Summer 1	Home and Away / Animals	Likes and dislikes about local area. Taking pride in where they live and how their own needs can be different to others living in a different part of the world.	Dance - moving with co-ordination and navigating space well. Can use a range of tools to construct things. Can take responsibility for own personal hygiene. P.E - Dance and Team Games	Children to express themselves clearly showing an awareness of their audience when talking about the local area. To correctly use past, present and future tense. To answer why and how questions about personal experiences. Listen to others and respond to what they say.	To read and understand simple sentences, understanding the use of a full stop and capital letter. To be able to read regular words aloud and to be able to decode irregular words.	Write likes and dislikes about local area using sentences. Is able to label a picture of the local area. To blend and segment phase 3 letters and sounds, and form letters correctly allowing others to read writing Y1- poetry writing, information leaflets and adverts for staying in Burley and another	Finger doubles to 10. Halving numbers to 10. And sharing number to 20 into equal groups.	Use time related language - talking about the past. Children to make patterns and to be able to talk about the patterns they have made. To be name 3D and 2D shapes in the environment around them.	Solids and liquids, what they are and how they change and what makes them change. Thinking about how Burley is different to a dessert island, draw a map to show the difference. Y1- understanding geographical differences between places, History of Burley. Animals and how they grow/differences	Pirate role play - sinning pirate songs creating pirate dances. To create a model and to then look at it and reflect upon what has been made and make changes. Y1- animal painting and model animals.

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						places, recounts about visit to the zoo.			between Burley animals and animals around the world, and why they are different.	
Summer 2	Olympics	Likes and dislikes about different sports and Olympics venues. Taking pride in their own ability and sympathise with the needs of others. children to work collaboratively to complete challenges.	Can use scissors effectively and safely, can hold a pencil to form letters correctly. Travels with confidence in a range of ways. Can dress and toilet independently. P.E - Athletics	Children to express themselves clearly showing an awareness of their audience when talking about the Olympics. To correctly use past, present and future tense. To answer why and how questions about personal experiences. Listen to others and respond to what they say.	To read and understand simple sentences, understanding the use of a full stop and capital letter. To be able to read regular words aloud and to be able to decode irregular words. To share what they read with others showing an understanding of what has been read.	Write facts about past Olympics, Is able to label a picture from the past Olympics. To blend and segment phase 3 letters and sounds, and form letters correctly allowing others to read writing. Y1- Newspaper reports from the Olympics, invitations to the Olympics, information leaflets about Olympics and posters for the Olympics.	Counting in 2's, problem solving and adding 2 digit numbers and taking away 2 digit numbers.	To use language related to money. to use standard units of measure to measure the length jumped or foam javelin thrown etc...	Think about environments and how environments around the world are different. Use ICT to record findings about past Olympics is like - photos - pictures. Y1- first Olympics, historical events, differences between setting and countries. Beebots - navigating	To select appropriate resources to create a range of art work. Children to use a range of techniques and materials to make and design an Olympic trophy. Y1- design trophy for the Olympics