

Sheldrakes Long term Plan 2021-2022

| | Autumn | | Spring | | Summer | |
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| | Who am I? | How do we Celebrate? | Walking in a winter Wonderland | Will you read me a story? | Where are we going? | How does your garden grow? |
| Themes | Establishing routines Healthy Me Friendship My favourite things Autumn | Fireworks Night Diwali Christmas | Winter Penguins Chinese New Year | Traditional Tales Spring Easter | Space Transport Travelling | Garden/growing Minibeasts Summer |
| Key Texts | The Gruffalo (PoR) | The Nativity Story Dear Santa Maisy's birthday (PoR) | National Geographic Penguins (WS) Blue Penguin (PoR) Stickman | The Gingerbread Man, Three Little Pigs, Little Red Hen | Whatever Next The Naughty Bus (PoR) Going on a bear hunt(WS) Handas surprise (PoR) | The very hungry caterpillar The gigantic turnip (PoR) Jack and the jelly bean stalk(WS) |
| PSED | Identify and express their own feelings Understand healthy living and make healthy choices Trying new activities Settling into school and aware of the rules Building positive relationships with teachers and peers | Think about the perspectives of others Keep on trying when I find something difficult Play with a small group of children, sharing ideas | Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it. Listen more consistently during adult focus time Demonstrate friendly behaviour | Follow instructions- making models etc. Show understanding of others feelings (empathy) Following school rules Understanding what is right and wrong Work well with others, and using words to help solve conflict Keep on trying when I find something difficult | Be confident to try new activities Develop independence Set own challenges Wait patiently | Set and work towards simple learning goals (link to own reports) Showing understanding of feelings by changing behaviour Follow instructions accurately (several ideas/ actions) Keep on trying when I find something difficult |
| CL | Be able to express a point of view Express ideas and feelings Join in with familiar songs/rhymes | Listen and respond to stories Make comments about what they have heard Follow simple instructions | Acquire and use new vocabulary Share ideas in small groups | Respond to non fiction texts and stories Ask questions and respond appropriately | Offer explanations for why things happen Ask questions and respond appropriately | Offer explanations and responses to stories and experiences Speak audibly and in full sentences |

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| | Talking to other children and teachers | Starting to share ideas | | Develop use of past, present and future tenses when speaking | Use vocabulary from stories, non-fiction, rhyme and poems | Engage in conversation and class discussions with friends and teachers |
| PD | Develop the skills needed to get through the school day e.g. lining up Revise and use fundamental movement skills | Use core muscle strength to achieve good posture (start to develop handwriting posture) | Negotiate space and obstacles safely Use a range of tools effectively Throw, kick, pass and catch a large ball | Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. Use apparatus safely | Demonstrate different ways of moving | Use a range of small tools effectively Travel around space and obstacles safely Hold a pencil effectively (tripod) |
| PE Unit | | Dance - On Parade Jungle Journey | Gymnastics Jungle Journey | Gymnastics - using apparatus | Team Games Unit 1 | Team Games Unit 2 |
| Literacy Twinkl Phonics Power of Reading Write Stuff | Revisit phase 1 skills Listening Discrimination of sounds Initial sounds Name writing Fine motor- pencil control Listen to stories and retell | Phase 2 phonics Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in) | Phase 2/ 3 phonics Letter formation Initial sounds and CVC labels (extend to captions) Draw vocabulary and knowledge from non fiction books and stories | Phase 3 phonics Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts | Phase 3/ 4 phonics Captions and sentences Use and understand new vocabulary from stories, poems and non fiction Discuss what they know/ have found out Sequence and retell stories | Phase 4 phonics Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives |
| Maths White Rose Maths | We will have opportunities to settle into class, learning key times of the day, class routines and where things belong (positional language) | We will represent and compare numbers 1,2,3 and find composition of 1,2,3. We will look at circles, triangles and positional | We will be introducing zero, comparing numbers to 5 and composition of 4 and 5. We will also compare mass and capacity. | We will look at numbers 6,7,8. Make pairs and combine two groups. We will look at length and height and discuss time. We will also look | We will build numbers beyond 10 and count patterns beyond 10. We will also add more and take away. We will also discuss spatial reasoning. | We will be doubling, sharing and grouping. Looking at odd and even numbers and deepening our understanding of patterns and relationships. |

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| | We will match and sort by comparing amounts as well as comparing size, mass, capacity and exploring pattern. | language. We will also represent numbers to 5, finding one more and less. We will focus on shapes with 4 sides and look at time. | | at numbers 9 and 10, comparing numbers to 10 and finding number bonds. We will look at 3d shape | | |
| Understanding the World Past and Present | We will look at our families and the lives of people around us. | We will be learning about the Christmas Story and talking about our own celebrations today. | | We will be learning about the past through settings, characters and events in tradition tales. | We will talk about how transport has changed over time, including Victorian modes of transport. Compare and contrast the past with the present day- use books, stories, characters and images | |
| Understanding the World People, culture and communities | We talk about people familiar to us and branch out to careers | We will be learning about why people celebrate Diwali. We will be talking about our own celebrations. Know some similarities and differences between religious and cultural communities | We will be learning about why people celebrate Chinese New Year Know some similarities and differences between religious and cultural communities | | We will explore the types of transport we have travelled on and the journeys we have been on with our families. Places you may like to travel and places you have been. Map work related to transport | |

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| | | | | | Explore differences in life in this country and other countries- stories | |
| Understanding the World The Natural World | | Explore the natural world, observing and describing the world around them | Know some similarities and differences between the world around them and contrasting environments - Antarctica Explore the natural world, observing and describing the world around them Contrast environments | Ordering the chicken lifecycle. Pairing animals and their young. We will make fresh bread. Explore the natural world, observing and describing the world around them | We will explore different trails and journeys. Journeys to School. We will take a walk around our village - What do we see on a local journey or if we go to another country? Map work linked to stories and our community Explore the natural world, observing and describing the world around them Contrast environments | We will be growing cress, herbs and grass and looking at the changes, having a discussion of what vegetables need to grow. We will also be looking at the minibeasts that live in the garden and which habitats they live in and compare to other animals and their habitats. Explore the natural world, observing and describing the world around them Contrast environments |
| Expressive Arts and Design | Explore the use of colour and design Talk about designs Use various tools for artwork and design e.g. playdough tools | Make use of props and materials in the role play area Re-tell and re-create well known stories Perform songs and stories | Explore the use of tools and materials Listen carefully to music and join in with dancing/ moving appropriately | Invent and adapt stories through their role play and small world play Create and adapt designs | Perform poems Explore the use of tools safely Explore and share designs etc. | Invent and adapt stories through their role play and small world play |
| Charanga Unit | | Nativity (Not Charanga) | Everyone | Our world | Big bear funk | Reflect, rewind and replay |

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Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts.