

Sandfield Primary School Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;">Marvellous Me / My Classroom</p> <p>Starting school / my new class / New Beginnings Guildford/ Florence Nightingale or Alice in Wonderland People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p style="text-align: center;">Terrific Tales</p> <p>Traditional tales/ familiar tales/ celebrations/ Panto/ Christmas</p>	<p style="text-align: center;">Polar Regions</p> <p>Polar regions Animals around the world Climates / Hibernation Globes and Maps Animal Arts and crafts Night and day animals Animal patterns Happy Habitats Antarctic Base Camp (role play)</p>	<p style="text-align: center;">Ticket to Ride</p> <p>Where do we live in the UK / world? past and Present Design your own transport! London Kings and Queens Castles, Knights, Dragons Castle* (role play)</p>	<p style="text-align: center;">Come Outside/ Minibeasts</p> <p>Plants & Flowers Life Cycles (plants and animals) The great outdoors Conservation (David Attenborough) Planting seeds Reduce, Reuse & Recycle – Greta Thunberg Down on the Farm Mini Beasts Organic Farm shop* (role play)</p>	<p style="text-align: center;">Fun at the Seaside</p> <p>Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils Seaside's in the past Compare: Now and then! Seaside art Pirates (ship, role play)</p>
Core texts	Absolutely Too Small for School The Colour Monster (Focus - Feelings) The Naughty Bus (Focus – toys) Non-fiction - We are All Different	Going on a Bear Hunt The Gruffalo (Gruffalo crumble) Gingerbread man (cooking) Three Little Pigs Diwali story The Christmas Story	The Emperors Egg The Great Race Lost Children's Atlas	Katie in London The Snail and the Whale The Naughty Bus The Train Ride Oi! Get off my train! Martha Maps it Out/ Maps of UK	Nature's Trail The Very Hungry Caterpillar Oliver's Vegetables Jack and the Beanstalk One Plastic Bag	Sharing a Shell P is for Passport Commotion in the Ocean Zoom Passport to Paris Tiddler
Other text	Elmer CBeebies character books You Choose Handa's Surprise – Black history Month	Funny Bones Ugly Duckling Little Red Riding Hood Rapunzel Snow White / Cinderella	People Need People And Tango Makes Three	The Way Katie visits London Beatrice and the Bus back Home Mr. Gumpy's Outing	Greta (thunberg) Conservation books Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	Under the Sea Non – Fiction Here we go Digging for Dinosaur Bones
Key vocabulary	The colour monster emotions – angry, sad, happy, love, confused, calm, nervous	Topic words - celebration festival nativity party cauldron broomstick potion firework please thank you buy money	Topic words – Polar regions, tundra, Antarctica, Arctic, hibernation, globe, equator	Topic words – castles, keep, turret, UK, Wales, England, Northern Ireland, Scotland, London, transport	Topic words – Easter, egg, hatch, life cycle, mammals, global-warming	Topic words – seaside, ocean, sea, ferry, adventure, travel, holiday
WOW Moments / Enrichments	<p style="text-align: center;">Police visit</p> <p>Home visits and Staggered starts Show and Tell Nurse/ Firefighter visits</p>	<p style="text-align: center;">PANTO</p> <p>Nativity performance, celebration drama workshop</p>	<p style="text-align: center;">Chinese New Year presentation</p> <p>Chinese New Year Internet Safety Day Animal Art week Let's go on Safari - An animal a day!</p>	<p style="text-align: center;">World Book Day Ducklings at Nursery</p> <p>Map work - Find the Treasure Eid</p>	<p style="text-align: center;">Bockette's Farm (29th April) Zoolab (22nd May) Lve Caterpillars / iButterflies</p> <p>Planting seeds Easter time Nature Scavenger Hunt Mother's Day Queen's Birthday Eater Egg Hunt</p>	<p style="text-align: center;">TRIP Walk to the riverside / Picnic</p> <p>Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Pirate Day Ice – Cream at the park</p>

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Diary dates	Harvest, "Bear Necessities Month", Roald Dahl Day (Sept 13 th), Black history (Oct), Jeans for Genes (Sept)	Diwali, Hanukkah, Bonfire night, Remembrance Sunday, Christmas, Children in Need, Anti Bullying, Road Safety	Big Schools Garden watch, National Story Telling week, Chinese New Year, Valentines Day, Random acts of Kindness Day, Safer Internet Day	ST David's Day Pancake day, Shrove Tuesday, Mother's day, Easter, Holi, International Women's Day World Book day, World Maths day, ST Patricks Day	London Marathon, Eid, St George's day, Walk to school week, Bee Day	Queens Birthday Father's Day, Oceans Day, Windrush day, Sports day, transition to year 1
Communication and Language / Story Time focus	Settling in/ making friends/ talking about familiar things/ routines/ passions, goals, dreams/ model routine, talk through the day/ first, next, then/use future and past tense in speech	Tell me a story! Develop vocab/ retell parts of the stories/ word hunts/ listen and respond/ following instructions/ understand how to listen carefully and why listening is important/ use newly learnt vocab from books and stories	Tell me why! Using improved language/ ask 'how' and 'why' questions/ retell story with story language/ ask questions to find out more/ check comprehension once read/ describe events in some details/ learn rhymes, poem, songs	What happened? Discovering passions/ re-read some books to increase language use and comprehension/ talk about what's happening and relate it to their own lives	Talk through it! Describe events in details, use time connectives/ use picture cues to talk about an object (what colour is it? Where would you find it?)/ sustained focus when listening to a story	Time to share! Show and tell weekend news/ read aloud books to children that expands their knowledge of the wider world/ focus on talking about illustrations/ choose books with photographs, places with different places, diff cultures and weather conditions
Personal, Social and Emotional Development	HEALTH AND WELLBEING Express their feelings and consider the feelings of others See value in themselves Assisting in skills to make friends Class rules and routines Dreams and goals	HEALTH AND WELLBEING Form positive relationships with adults and peers Getting on and falling out How to deal with anger How to be respectful to themselves and others Speak about emotions (a time they experienced something and how they dealt with it – MODEL)	RELATIONSHIPS Understands that expectations vary depending on different events, social situations and changes in routine Learn about qualities and differences Begin thinking / talking about feelings of others in a given scenario (Empathy) Identify and moderate their own feelings socially and emotionally	RELATIONSHIPS Think about the perspectives of others including challenges how they thought about a problem or an emotion and how they dealt with it (Empathy cont) Looking after others Show resilience and perseverance in the face of challenge Discuss why we take turns, wait politely, tidy up after ourselves etc	LIVING IN THE WIDER WORLD What makes a good friend? Random acts of Kindness Looking after pets / our planet Strategies to stay calm in frustration Discuss why we take turns, wait politely, tidy up after ourselves etc	LIVING IN THE WIDER WORLD Taking part in wider school – sports day Winning and losing Changing me/ how far I've come Identify kind and considerate behaviour and discuss it
Physical Development FINE MOTOR	Threading, cutting, weaving, playdough, 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	Threading, cutting, weaving, playdough, 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.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/	Threading, cutting, weaving, playdough, 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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		Teach and model correct letter formation.				
Physical Development GROSS MOTOR	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching.</p> <p>Climbing. Skipping ropes in outside area</p> <p>Dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes, scooters.</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p> <p>Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics ./ Balance</p>
Literacy	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Having a favourite story/rhyme.</p> <p>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</p> <p>Sequencing familiar stories using pictures to tell the story.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists</p> <p>Retelling stories using images / apps.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making (BAR)</p> <p>Read simple phrases and sentences made up of CVC words and some CEW</p> <p>Make the books available for children to share at school and at home.</p> <p>Avoid asking children to read books at home they cannot yet read.</p>	<p>Stories from other cultures and traditions.</p> <p>Retell a story with actions and / or picture prompts as part of a group</p> <p>- Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Parents reading stories (ask for volunteers)</p>	<p>Information leaflets about animals in the garden/plants and growing</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Fiction vs Non fiction</p>

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	Recognising initial sounds. Name writing activities Engage in extended conversations about stories, learning new vocabulary	Enjoys an increasing range of books		Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions (AR)	They develop their own narratives and explanations by connecting ideas or events	Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Phonics	RWI	RWI	RWI	RWI	RWI	RWI
Maths	<u>Getting to know you</u> – routines and positional language <u>Just like me</u> – match and sort, compare amounts, size, mass and capacity, exploring pattern	<u>It's me 1, 2, 3!</u> – representing, comparing and composition of 1, 2 and 3, circles and triangles, positional language <u>Light and Dark</u> – representing numbers to 5, one more and one less, shapes with 4 sides, time <u>Consolidation</u>	<u>Alive in 5!</u> – introducing 0, comparing numbers to 5, composition of 4 and 5, compare mass and capacity <u>Growing 6, 7, 8</u> – 6, 7 and 8, making pairs, combining 2 groups, length and height and time	<u>Building 9 and 10</u> – 9 and 10, comparing number to 10, bonds to 10, 3D shape and pattern <u>Consolidation</u>	<u>To 20 and beyond</u> – building numbers beyond 10, counting patterns beyond 10, match, rotate and manipulate <u>First, Then, Now</u> – adding more, taking away, compose and decompose	<u>Find my pattern</u> – doubling, sharing and grouping, even and odd, visualise and build <u>On the move</u> - deepening understanding, patterns and relationships, mapping
Understanding the World	Explain how family members are related Notice and discuss patterns in the environment e.g. tree bark, flower petal or leaf shapes, grates, covers, or bricks Name and describe people who are familiar to them	Order and Sequence familiar events To understand length of day and night changes and begin to link to the season Understand the religious importance of festivals	Compare and contrast characters from stories including figures from the past Explore and talk about the force of gravity Talk about features and photos of the local community	Understand the past through settings, characters and events encountered in books read in class and storytelling Talk about changes in animals as they grow and have life cycles	Talk in more detail about the lives of others including past achievements Use correct terms to describe parts of plants and animals such as chrysalis	Know about the life of a significant historical figure Draw a simple map (based on own experience) Explain some similarities and differences between life in this country and life in other countries,
Expressive Arts and Design	Mix colours for a purpose and know some combinations To sing along with the backing track	Draw with increasing complexity and detail Beginning to adopt a wider range of characters	Safely use and explore complex tools to attach and join Explore and role play in a fantasy world	Recreate art in the style of NAMED ARTIST Adapt and use language appropriate to specific roles	Develop detailed storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Role play ideas	Home corner, school, Baby Clinic	Witch den, Potion Lab Birthday party, Santa's grotto Post office	Fantastic Creatures' Café Restaurant Vets	Bakery (Gingerbread man/Little Red Hen) Builders Yard (3 pigs) Library	Recycling centre Bank / Drs / Dentist / Hair dressers / Police station / School / Opticians/ the Tube/ train conductors/ Markets	Fish and Chips shop/ Boat rental/ Ice cream vendors
Home learning tasks (optional)	Special boxes Own life photo timeline	Make a card for a celebration	Make your own life cycle Research an endangered species	Grow a plant	3D Shape hunt	