

## Willow Class Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Frozen Planet	Growing!	Amazing animals!	Under the sea!
	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					

## Willow Class Long Term Plan

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** 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.

**Enabling environments:** 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.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

Willow Class Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p><b>NB: These themes may be adapted at various points to allow for children's interests</b></p>	<p><b>Marvellous Me!</b></p> <p>Starting school / my new class / New Beginnings</p> <p>My family</p> <p>Relationships/ Relationships</p> <p>Emotions</p> <p>Human bodies</p>	<p><b>Let's celebrate!</b></p> <p>Belonging and being part of the community</p> <p>Food and nutrition</p> <p>Similarities and differences between cultures and religions.</p>	<p><b>Frozen Planet</b></p> <p>Seasons/weathe r</p>	<p><b>Growing!</b></p> <p>Where our food comes from</p> <p>What plants need</p> <p>Reduce, Reuse &amp; Recycle</p>	<p><b>Amazing animals!</b></p> <p>Lifecycles</p> <p>Caring for animals</p> <p>Habitats</p> <p>Categorising animals</p> <p>New life, growth and decay</p>	<p><b>Seaside adventures!</b></p> <p>Exploring the world</p> <p>Marine life</p> <p>Drawing information from maps</p> <p>Pollution</p>
<p><b>Texts</b></p> <p>Possible texts to cover</p>	<p>The Colour Monster</p> <p>Wiffy Wilson starts school</p> <p>Starting school</p> <p>Family diverse books</p> <p>Have you filled a bucket?</p>	<p>Pumpkin soup</p> <p>Leaf man</p> <p>Guy Fawkes: Recount</p> <p>Little Red Hen</p> <p>Stick Man</p> <p>The Nativity</p>	<p>Lunar New Year Non fiction</p> <p>Owl Babies/ non-fiction texts</p> <p>Non-fiction nocturnal animals</p> <p>The great race</p>	<p>Non-fiction books on chicks</p> <p>Handa's Hen</p> <p>Jack and the Beanstalk</p> <p>Easter</p> <p>A seed in need</p>	<p>Non fiction texts</p> <p>The Very Hungry Caterpillar</p> <p>Zoo, farm and domestic animal books.</p> <p>What the ladybird heard</p>	<p>Blue Planet David Attenborough Little People Big Dreams</p> <p>Children's ocean encyclopaedia</p> <p>Pirates?</p> <p>Map books</p> <p>Holidays?</p>

Willow Class Long Term Plan

	<p>Captain Tom Moore Little people big dreams</p> <p>The Kindness Elves</p> <p>Why should I brush my teeth?</p> <p>My first time going to the dentist</p> <p>The children's book of healthy eating</p> <p>Harvest non fiction</p> <p>Make way for tooth decay</p> <p>Handa's Surprise</p>	<p>Diwali</p> <p>Room on a broom</p> <p>We gather together</p> <p>Oliver's vegetables</p> <p>The Enormous Turnip</p>	<p>Mr Wolf's pancakes</p> <p>Lost and Found</p> <p>The gruffalo's child</p> <p>Snow bear</p>	<p>Eddie's Garden and How to make things grow</p> <p>Sam plants a sunflower</p> <p>Life cycle: seed to flower</p>	<p>Farmer Duck</p> <p>Rosie's walk</p> <p>We're going on a lion hunt</p>	<p>Greta Thunberg: little people big dreams</p> <p>What a waste</p> <p>The mess we made</p> <p>Lift the flap question and answer about plastic</p> <p>The snail and the whale</p> <p>The lighthouse keepers lunch</p> <p>The rainbow fish</p>
<p><b>Protected Characteristics and BAME books</b></p>	<p>Don't call me special</p> <p>Pink is for boys</p>	<p>The Scarecrow's Wedding</p> <p>The girl with two dads</p>	<p>Astro Girl</p> <p>My World, Your World</p>	<p>Paper Dolls</p> <p>Lubna and the Pebble</p>	<p>Rosie's Babies</p>	<p>Grandad's Island</p> <p>The Pirate Mums</p>

## Willow Class Long Term Plan

<p><b>Favourite 15 books</b></p> <p><i>(In class library to be accessed for end of day storytime)</i></p>	<p>The Gruffalo</p> <p>Room on the Broom</p> <p>Goldilocks and the 3 bears</p> <p>The colour monster</p>	<p>Not now Bernard</p> <p>Guess how much I love you</p> <p>The very Jolly postman</p>	<p>Oh the places you'll go!</p> <p>Oi Frog</p> <p>Mr Wolfs pancakes</p>	<p>Aliens love underpants</p> <p>Cinderella</p>	<p>The Gingerbread man</p> <p>Supertato</p> <p>Dogger</p>	
<p><b>'Wow' moments / Enrichment</b></p>	<p>Random acts of kindness</p>	<p>Guy Fawkes / Bonfire Night 5<sup>th</sup> of Nov /firefighter visit</p> <p>Making soup</p> <p>Remembrance day</p> <p>Christmas Time / Nativity/Santa</p> <p>Diwali/ Festival of Light</p>	<p>Valentines day</p> <p>Lunar New Year</p> <p>National Storytelling week 30<sup>th</sup> Jan-6<sup>th</sup> Feb</p> <p>Shrove Tuesday</p>	<p>Living eggs</p> <p>Allotment</p> <p>Weather Forecast videos</p> <p>Mother's Day</p> <p>Food tasting – different cultures</p> <p>World Book Day 3rd March</p> <p>Egg rolling/decorating</p>	<p>Visit to the farm</p> <p>Caterpillars in</p> <p>Frogspawn in classroom or pond visits</p>	<p>Under the Sea – singing songs and sea shanties</p> <p>Map work - Find the Treasure</p> <p>Father's Day</p> <p>Pirate Day</p> <p>End of year family picnic</p> <p>World Ocean Day 8<sup>th</sup> of June</p> <p>Wimbledon June/July</p> <p>End of Ramadan</p>

Willow Class Long Term Plan

<b>Parental Involvement</b>	Tapestry Harvest Festival Reading workshop	Tapestry Nativity Parents Evening Reading workshop	Tapestry	Tapestry Parents Evening	Tapestry	Tapestry End of year family Picnic
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Willow Class Long Term Plan

Prime Areas						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Lets celebrate!	Frozen Planet	Growing!	Amazing animals!	Seaside adventures!
<b>Communication and Language</b>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
<b>Speaking and Listening</b>  <b>Understanding</b>  C&L is developed throughout the year through high quality	<b>Welcome to EYFS</b>  Settling in activities  Making friends  Children talking about experiences that are familiar to them	<b>Tell me a story!</b>  Tell me a story - retelling stories:  Story language  Listening and responding to stories	<b>Tell me why!</b>  Using language well  Ask’s how and why questions...  Retell a story with story language	<b>Explain to me!</b>  Reciting poems and songs  Tell me a story - retelling stories  Articulate a life cycle	<b>Can you recount an event?</b>  I can learn and recite, poems and songs  I can listen to, engage in and talk about non-fiction	<b>Tell me about differences?</b>  I can learn and recite, poems and songs  I can talk about similarities and differences between things in

## Willow Class Long Term Plan

<p>interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions</p> <p>Daily story time using high quality texts</p>	<p>About family routines and special occasions</p> <p>Show an interest in the lives of other people</p> <p>Follow instructions (settling in, putting my things away)</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")</p>	<p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Remember key points from a story</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>I can describe events</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>I can listen to and engage in and talk about selected non-fiction</p> <p>I can articulate my ideas and thoughts into well-formed sentences</p> <p>I ask questions to find out more</p>	<p>I can describe events in some detail: farm trip, frog life cycle</p>	<p>the past and now (seasides)</p> <p>I can talk about the experiences I have had at different points in the school year</p>
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Willow Class Long Term Plan

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General Themes	Marvelous Me!	Lets celebrate!	Frozen Planet	Growing!	Amazing animals!	Seaside adventures!
<b>Personal, Social and Emotional Development</b>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
<b>Managing Self</b> Self regulation Making relationships	<b>Jigsaw – Being Me in my World</b>  Who am I and how do I fit in?	<b>Jigsaw – Celebrating Difference</b>  Respect for similarities and difference. Anti-bullying and unique.	<b>Jigsaw – Dreams and Goals</b>  Aspirations, how to achieve goals and understanding the emotions that go with this.	<b>Jigsaw – Healthy Me</b>  Being and keeping safe and healthy	<b>Jigsaw – relationships</b>  Building safe and positive relationships	<b>Jigsaw – Changing Me</b>  Coping positively with change

## Willow Class Long Term Plan

	<p><b>Early learning Goals:</b> Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b>. Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b>. Give <b>focused attention to what the teacher says</b>, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task</b></p> <p><b>*Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</b></p>
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General Themes	<b>Marvelous Me!</b>	<b>Lets celebrate!</b>	<b>Frozen Planet</b>	<b>Growing!</b>	<b>Amazing animals!</b>	<b>Seaside adventures!</b>
Physical development	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with</b></p>					

Willow Class Long Term Plan

	<p><b>hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>					
	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p> <p>Letter formation</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Letter formation</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p>

Willow Class Long Term Plan

<b>Gross motor</b>	<p>GetSet4PE Introduction to PE: Unit 1</p> <p>Finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. Develop fundamental movement skills such as running, jumping, skipping.</p>	<p>GetSet4PE Fundamentals: Unit 1</p> <p>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>GetSet4PE Ball skills: unit 1</p> <p>Ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p>	<p>GetSet4PE Gymnastics: unit 1</p> <p>Basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. Awareness of space and how to use it safely and perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Begin to understand using levels and directions when travelling and balancing.</p>	<p>GetSet4PE Dance: unit 1</p> <p>Explore space and how to use space safely. Explore travelling movements, shapes and balances. Opportunity to copy, repeat and remember actions. Introduced to counting to help them keep in time with the music. Begin to perform.</p>	<p>GetSet4PE Games: Unit 1</p> <p>Children will practise and further develop fundamental movement skills through games. Learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>
	<p><b>CONTINUOUS PROVISION;</b> Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing,</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>					

## Willow Class Long Term Plan

	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous Me!	Lets celebrate!	Frozen Planet	Growing!	Amazing animals!	Seaside adventures!
Literacy	It is crucial for children to develop <b>a life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults					

Willow Class Long Term Plan

<b>Comprehension</b>	talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me.  I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text  I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read  I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right  I think about what I already know to help me with my reading  I can say rhymes by heart  I can sometimes notice errors  I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)  I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)

Willow Class Long Term Plan

Word reading	Phonic Sounds: RWI	Phonic Sounds: RWI	Phonic Sounds: RWI	Phonic Sounds: RWI	Phonic Sounds: RWI	Phonic Sounds: RWI
	<p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p>Differentiated groups</p> <p>I can link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words including some tricky words</p>	<p>Differentiated groups</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>Differentiated groups</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p>Differentiated groups</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p>Differentiated groups</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

Willow Class Long Term Plan

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General Themes	<b>Marvellous Me!</b>	<b>Lets celebrate!</b>	<b>Frozen Planet</b>	<b>Growing!</b>	<b>Amazing animals!</b>	<b>Seaside adventures!</b>
<b>Literacy</b> <b>Writing</b>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing, Writing initial sounds. Names Labels.</p> <p>Writing for a purpose in role play</p>	<p>Name writing, labelling, , retelling stories, letter writing</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Cards</p> <p>Instructions</p> <p>Captions</p>	<p>Writing captions and labels, writing simple sentences.</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. .</p>	<p>Pirates wanted posters</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Character description –sea creatures</p>

Willow Class Long Term Plan

<p><b>Mathematics</b></p>	<p><b>Just Like Me!</b></p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Exploring pattern</p>	<p><b>It's Me 1 2 3</b></p> <p>Representing 1, 2, &amp; 3</p> <p>Comparing 1, 2, &amp; 3</p> <p>Composition of 1, 2, &amp; 3</p> <p>Circles and Triangles</p> <p>Positional Language</p> <p><b>Light and Dark</b></p> <p>Representing Numbers to 5</p> <p>One More and Less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p><b>Alive in 5!</b></p> <p>Introducing Zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4&amp;5</p> <p>Compare Mass and capacity</p> <p><b>Growing 6, 7, 8</b></p> <p>6, 7, 8</p> <p>Making Pairs</p> <p>Combining 2 Groups</p> <p>Length and Height</p>	<p><b>Building 9 &amp; 10</b></p> <p>9 and 10</p> <p>Comparing Numbers to 10</p> <p>Bonds to 10</p> <p>3D Shape</p> <p>Pattern</p>	<p><b>To 20 and Beyond</b></p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p><b>First Then Now</b></p> <p>Adding More</p> <p>Taking Away</p> <p>Spatial Reasoning</p> <p>Compose and Decompose</p>	<p><b>Find my Pattern</b></p> <p>Doubling</p> <p>Sharing &amp; Grouping</p> <p>Even and Odd</p> <p>Spatial Reasoning</p> <p>Visualise and Build</p> <p><b>On the Move</b></p> <p>Deepening Understanding</p> <p>Patterns and Relationships</p> <p>Spatial Reasoning</p> <p>Mapping</p>
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Willow Class Long Term Plan

Specific Areas						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous Me!	Lets celebrate!	Frozen Planet	Growing!	Amazing animals!	Seaside adventures!
Understanding the World Science	<b>Healthy eating:</b> How to keep our teeth healthy	<b>Understanding changing states:</b> making soup and recognising the differences between the vegetables when they are raw and cooked. The affect heat has on food.	<b>Understanding changing states:</b> freezing and melting as a reversible change, looking at ice.	<b>Understanding changing states and making predictions:</b> growing cress in different conditions  (soil, cotton wool, paper towel, seeds only)	<b>Animal habitats:</b> Animals that live in a range of habitats(both local and wider) and their adaptations to survive.	<b>Human impact on the environment:</b> water/plastic pollution, how this affects the environment and how we can help.
Understanding the World History/ Geography	Local area and my family  Me	Maps  Celebrations around the world	The weather and seasons  Changes over time: seasonal changes		Map work  Similarities and differences  Dinosaurs	Map work (sea and land)

Willow Class Long Term Plan

<p><b>Expressive Arts and Design</b></p> <p><b>Mark making/ Drawing</b></p>	<p>Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.</p>	<p><b>Skill: observational drawing – pumpkins</b></p> <p>Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p><b>Skill: show different emotions in their drawing e.g. happiness, sadness.</b></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle including details.</p>	<p><b>Skill: Observational drawing - daffodils</b></p>	<p><b>Skill: observational drawing – sunflowers</b></p> <p>Show accuracy and care in their drawing.</p>	<p><b>Skill: produce more detailed work and say what they have included.</b></p>
<p><b>Colour</b></p>	<p>Experience: explore colours and how colours can be changed. Identify light and dark colours.</p>	<p>Knowledge: recognise and name colours.</p>	<p><b>Skill: to be able to create a wash background and combining colour in the style of Joan Miro.</b></p>	<p><b>Skill: colours in nature and how they can be applied to art in the style of Alma Thomas</b></p>	<p><b>Skill: exploring shades of colour and how to make different shades.</b></p>	<p><b>Skill: to be able to choose a particular colour for a purpose.</b></p>

Willow Class Long Term Plan

<p><b>Painting</b></p>	<p><b>Skill/Knowledge:</b> splatter painting in the style of Jackson Pollock.</p>	<p><b>Skill/Knowledge:</b> only using primary colours.</p> <p><b>Inspiration</b> Mondarian</p>	<p><b>Experience:</b> explore different paint types – watercolour, acrylic, ready mix paint</p>	<p><b>Skill:</b> mix paints to make new colours, following instructions</p>	<p><b>Experience:</b> explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.</p>	<p><b>Skill:</b> paint through inspiration, feeling, observation or imagination. Evaluate own work and others, suggest how work can be improved.</p>
<p><b>Printing</b></p>	<p><b>Skill:</b> printing with hands, feet and fingers.</p>	<p><b>Skill:</b> printing with sponges and rollers, shapes.</p> <p><b>Inspiration</b> Mondarian (primary colours) &amp; Kandinsky (shapes)</p>	<p><b>Skill:</b> printing with natural objects/food e.g. leaves, pine cones</p>	<p><b>Skill:</b> printing simple repeating patterns.</p> <p>Recognise patterns in the environment.</p> <p>Alma Thomas inspiration</p>	<p><b>Skill:</b> symmetrical printing – butterflies as inspirations.</p>	<p><b>Skill:</b> to be able to create using own ideas and explain the choices.</p>

Willow Class Long Term Plan

<p><b>Textiles/materials</b></p>	<p><b>Understanding:</b> how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.</p>	<p><b>Skill:</b> Junk modelling with different materials. Junk modelling will be offered in continuous provision.</p>	<p><b>Knowledge:</b> understand the purpose of different textiles/materials e.g. winter clothes.</p>	<p><b>Skill:</b> collage using Eric Carle as inspiration  <b>Skill:</b> follow instructions to make own play dough.</p>	<p><b>Skill:</b> weaving (natural and manmade materials)</p>	<p><b>Skill:</b> sewing using a pre running stitch with natural resources.</p>
<p><b>3D work</b></p>	<p><b>Understanding:</b> to know what transient art is. Transient art will continue to be offered in continuous provision.</p>	<p><b>Skills:</b> to use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, glue stick</p>	<p><b>Skill:</b> creating work to celebrate special days e.g. decorations (paper chains, bunting) for Lunar new year, valentines day.</p>	<p><b>Skill/knowledge:</b> natural art in the style of Alma Thomas</p>	<p><b>Skill:</b> making own props/puppets to retell a story.  Folding techniques e.g. fans, aeroplanes, books.  Choosing materials for effect. E.g. feather headdress</p>	<p><b>Skill focus:</b> be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.</p>

Willow Class Long Term Plan

<p><b>Cutting Skills</b></p>	<p>Using one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Use scissors to cut in a straight line.</p>	<p>Cutting skill: use scissors to cut curved lines.</p>	<p>Cutting skill: use scissors to cut shapes.</p>	<p>Cutting skills: use scissors independently.</p>	<p>Cutting skill: use scissors for a particular purpose when combining different media and materials.</p>
<p><b>Religious Education</b></p>			<p>Why is the word 'God' so important to Christians?</p>	<p>Why is Easter special to Christians?</p>	<p>What places are special and why?</p>	<p>What times/stories are special and why?</p>
<p><b>Now Press Play</b></p>	<p>Transport Autumn</p>	<p>People Who Help Us Christmas Story</p>	<p>Weather Winter</p>	<p>Spring Jack and the Beanstalk</p>	<p>Summer Minibeasts Habitats (KS1 experience) On Safari On the Farm Gingerbread Man</p>	<p>Under the Sea Seaside Pirates</p>

Willow Class Long Term Plan

	<b>BAME main characters</b>	<b>Cultural diversity</b>	<b>Neurodiversity</b>	<b>physical disabilities</b>	<b>Different families</b>	
<b>A Diverse Curriculum</b> Possible texts to cover throughout the year.	<b>Lubna and Pebble</b>  <b>So much</b>  <b>Astro Girl</b>  <b>Baby goes to market</b>  <b>Jabari jumps</b>  <b>Little people big dreams books</b>  <b>The big book of families</b>	<b>My world, your world</b>  <b>Maisie's scrapbook</b>  <b>Golden domes and silver lanterns</b>	<b>Perfectly Norman</b>  <b>Incredible you</b>  <b>I see things differently</b>  <b>The unbudgeable curmudgeon</b>	<b>Don't call me special</b>  <b>Its ok to be different</b>  <b>When Charlie met emma</b>  <b>Millie gets her super ears</b>	<b>The Scarecrows Wedding</b>  <b>The girl with two dads</b>  <b>My pirate mums</b>  <b>My two grandads</b>  <b>The girl with two dads</b>  <b>We are family</b>  <b>More people to love me</b>	

Willow Class Long Term Plan

<p><b>British Values</b></p>	<p><b>Mutual respect</b></p> <p>We are all unique.</p> <p>We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned , respected, and celebrated.</p>	<p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p>Done through celebrations</p>	<p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p> <p>Class rules</p> <p>Democracy - voting stations</p>	<p><b>Individual liberty</b></p> <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different</p>	<p><b>Democracy</b></p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
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