



Branton St. Wilfrid's CE Primary School- Long Term Planning 2023/24

Year	Autumn 1- All about me and my family 7 weeks	Autumn 2- Celebration 7.5weeks	Spring 1- Tell me a story 6 weeks	Spring 2- Under the sea 6 weeks	Summer 1- Lifecycles 6 weeks	Summer 2- Keeping healthy 7 weeks
Topic	<p>A handful of buttons (wk 1&2) Owl Babies (wk 3,4&5) Speech Bubbles Missing poster The Three Little Pigs (wk6&7) Shopping list Wanted poster</p>	<p>Week 1- Bonfire Night / Autumn Little Acorn/Autumn (wk 2) Leaf Man (wk 3) postcard Diwali (wk 3- 12th November) Farmer Duck/ Farm animals (wk 4/5) Recount The Jolly Postman's Christmas (wk 6) Letter, list Nativity story (wk 7) Story map</p> <p>Drawing Club: W1 Colour Monster W2 Mixed W3 Christopher Pumpkin W4 Farmer Duck W5 Dear Zoo W6 Three Little Pigs W7 Not now Bernard</p>	<p>Goldilocks (wk 1,2&3) Little Red Riding Hood (wk 4.5&6) The Great Race/ Chinese new year (22nd Jan) wk 4</p> <p>Drawing Club: W1 Goldilocks W2 The Magic Porridge Pot W3 Three Billy Goats Gruff W4 The Tiger who came to Tea W5 Little Red Hen W6 The Gingerbread Man</p>	<p>The Rainbow Fish (Wk 1,2&3) Mr Wolf's Pancakes (topic book) Fidgety Fish (Wk 4,5 &6)</p> <p>Drawing Club: W1 Hansel and Gretel W2 W3 W4 W5 W6</p>	<p>The Very Hungry Caterpillar (Wk 1,2 &3) Jack and the Beanstalk (Wk 4 &5) Frog lifecycle (Week 6)</p> <p>Drawing Club: W1 W2 W3 W4 Jack and the Beanstalk W5 W6</p>	<p>Handa's surprise (Wk 1,2,3) The Enormous Turnip (Wk 4,5,6) Oliver's Vegetables (Wk 7)</p> <p>Drawing Club: W1 W2 W3 W4 The Enormous Turnip W5 W6</p>
Themed Weeks/ Special Events	<p>Owl Visit- Wk 5 Diversity Week (Week 1 &2) Black History –Wk 5 British values-Wk 6</p>	<p>Week 1 – Diwali themed day Week 4- Nov – Trip to Boston Park Farm or Wentworth Farm Anti-bullying-odd socks day- Wk 3 Enterprise – Week 4,5,6 Art Week- Week 7 and 8</p>	<p>Careers Focus- Week 1 Wk 2 or 3- Walk to local woods Wk 4- Chinese New Year Day Mental health- Week 4</p>	<p>Pancake Day- 21st Feb- World Book Day (2nd March) Wk 4 Mother's day- 19th March E-safety-Wk 1 World book day- Week 2 Field work week-Wk 3 Science-Wk 4&5 Trip to The Deep</p>	<p>Class Caterpillars to grow Grow own beanstalks Minibeast visit to school</p>	<p>Wk 2- Father's day – 18th June Careers- people who help us wk 2 Keeping Healthy, Keeping Safe- wk 3&4 DT challenge-wk5 Transition-wk 6&7 Fruit Kebab making</p>



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

<p>PRIME AREA</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Building Relationships</p>	<p>Making new friends – starting school</p> <p>Circle time- All about me and my family.</p> <p>Build constructive and respectful relationships. (DM – CiR)</p>	<p>Develop an understanding of their own individuality.</p> <p>See themselves as a valuable individual. (DM – CiR)</p> <p>Mix of colours by Arree Chung- difference and friendship/change.</p>	<p>Talking about the character's feelings in the story.</p> <p>Think about the perspective of others (DM – CiR)</p>	<p>Link learning to The Rainbow Fish.</p> <p>Show sensitivity to their own and other's needs, (ELG)</p> <p>Work and play cooperatively and take turns with others. (ELG)</p>	<p>Discuss and reflect on friendships that have been made during their time in Reception</p> <p>Form positive attachments to adults and friendships with peers. (ELG)</p>	<p>Linked to KHKS – mental health</p> <p>Show sensitivity to their own and other's needs, (ELG)</p> <p>Work and play cooperatively and take turns with others. (ELG)</p>
<p>PRIME AREA</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Managing Self</p>	<p>Learning the new school rules, routines and expectations.</p> <p>Show resilience and perseverance in the face of a challenge. (DM – CiR)</p>	<p>Talk about the interests and experiences of other people and how to show respect towards them – linked to Farmer Duck.</p> <p>Think about the perspectives of others. (DM – CiR)</p>	<p>Talk about the children's learning</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)</p>	<p>Expect children to use the vocabulary involved with being a good learner.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)</p>	<p>Children know the school rules and can talk about them.</p> <p>Explain reasons for rules, know right from wrong and try to behave accordingly. (ELG)</p>	<p>Linked to KHKS- Food hygiene, knife safety</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG)</p>
<p>PRIME AREA</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Self-Regulation</p>	<p>PSHE- Individual liberty/democracy (Feelings and rules)</p> <p>PSHE-Diversity- Different types of families.</p> <p>Listening to the adult and following the school rules.</p> <p>Express their feelings and consider the feelings of others. (DM- CiR)</p> <p>The Colour Monster- feelings and emotions</p>	<p>PSHE- Friendships and bullying Being kind</p> <p>Expectations of good personal hygiene and eating a healthy diet.</p> <p>Manage their own needs. (DM – CiR)</p> <p>The Colour Monster- feelings and emotions (Continuation</p>	<p>PSHE- Mental Health Feelings</p> <p>Identify and moderate their own feelings socially and emotionally. (DM – CiR)</p> <p>The Colour Monster- feelings and emotions</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG)</p> <p>The Colour Monster- feelings and emotions</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG)</p> <p>The Colour Monster- feelings and emotions</p>	<p>PSHE- Keeping safe (age restrictions, risk, keeping safe at home) Hygiene- germs, handwashing</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG)</p> <p>Set and work towards</p>



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

	(Continuation throughout the whole year- emotion/feeling station in the classroom	throughout the whole year- emotion/feeling station in the classroom	(Continuation throughout the whole year- emotion/feeling station in the classroom	(Continuation throughout the whole year- emotion/feeling station in the classroom	(Continuation throughout the whole year- emotion/feeling station in the classroom	simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG) The Colour Monster- feelings and emotions (Continuation throughout the whole year- emotion/feeling station in the classroom
PRIME AREA COMMUNICATION AND LANGUAGE Listening, attention and understanding	Listen to lots of stories. Learn about each others similarities and differences and families. Learn Owl Babies and Three Little Pigs. Understand how to listen carefully and why listening is important. (DM – CiR) Retell the story, once they have developed a deep familiarity with the text. (DM – CiR)	Listen to lots of stories –, Three Little Pigs, The First Christmas Listen to and talk about stories to build familiarity and understanding. (DM-CiR) Listen carefully to rhymes and songs, paying attention to how they sound. (DM – CiR)	Share non-fiction books relating to forests/woodland (relating to the story) Engage in non-fiction books. (DM – CiR) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (DM – CiR)	Develop conversational techniques. Hold conversation when engaged in back and forth exchanges with their teacher and peers. (ELG)	Whole Class and small group discussions. Make comments about what they have heard and ask questions to clarify their understanding. (ELG) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)	Whole class and small group discussions. Make comments about what they have heard and ask questions to clarify their understanding. (ELG) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)
PRIME AREA COMMUNICATION AND LANGUAGE Speaking	Learn vocabulary related to family members, owls and pigs. Learn new vocabulary. (DM – CiR) Use new vocabulary throughout the day. (DM – CiR) Develop social phrases (DM – CiR)	Describe events in some detail. (DM – CiR) Use new vocabulary during the day. (DM – CiR) Use new vocabulary in different contexts. (DM – CiR)	Linked to traditional tales. Learn rhymes, poems and songs. (DM – CiR)	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently taught vocabulary. (ELG) Offer explanations for why things might happen, making use of recently introduced vocabulary from	During all spoke activities Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher, (ELG)	During all spoke activities Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher,



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

				stories, non-fiction, rhymes and poems when appropriate. (ELG)		(ELG)
<p>PRIME AREA</p> <p>PHYSICAL DEVELOPMENT</p> <p>Gross Motor Skills</p>	<p>Use a range of equipment indoors and outdoors.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (DM-CiR)</p> <p>PE with Mr Harvey.</p>	<p>Engage in activities in the outdoor area.</p> <p>Revise and refine the fundamental movement skills they have already acquired (see list) (DM – CiR)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage with PE sessions. (DM – CiR)</p>	<p>Progress towards a more fluent style of moving, with developing control and grace. (DM – CiR)</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. (DM – CiR)</p> <p>Combine different movements with ease and fluency. (DM – CiR)</p>	<p>Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming. (DM – CiR)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities involving a ball. (DM – CiR)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)</p> <p>Demonstrate strength, balance and coordination when playing. (ELG)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and dancing. (ELG)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)</p> <p>Demonstrate strength, balance and coordination when playing. (ELG)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and dancing. (ELG)</p>
<p>PRIME AREA</p> <p>PHYSICAL DEVELOPMENT</p> <p>Fine motor skills</p>	<p>Writing, painting, playdough, lego.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (DM – CiR)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (DM – CiR)</p>	<p>Writing, painting, playdough, lego. Enterprise activity.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (DM – CiR)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (DM – CiR)</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (DM – CiR)</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG)</p> <p>Begin to show accuracy and care when drawing (ELG)</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG)</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery. (ELG)</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG)</p>
<p>SPECIFIC AREA</p> <p>LITERACY</p> <p>Comprehension</p>	<p>Show a good understanding and knowledge of the class texts – Owl Babies and The Three Little Pigs.</p> <p>Anticipate key events in stories. (ELG)</p>	<p>Show a good understanding and knowledge of the class texts – The Three Little Pigs and The First Christmas.</p> <p>Anticipate key events in stories. (ELG)</p>	<p>Show a good understanding and knowledge of the class texts – Little Red Riding Hood and Goldilocks and the Three Bears.</p>	<p>Show a good understanding and knowledge of the class texts – Little Red Riding Hood and The Rainbow Fish.</p> <p>Use and understand</p>	<p>Show a good understanding and knowledge of the class texts – The Very Hungry Caterpillar and Jack and the Beanstalk.</p> <p>Use and understand</p>	<p>Show a good understanding and knowledge of the class texts – Little Red Riding Hood and Goldilocks and the Three Bears.</p> <p>Use and understand</p>



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

	Demonstrate an understanding of what has been read by retelling using their own words and recently introduced vocabulary. (ELG)	Demonstrate an understanding of what has been read by retelling using their own words and recently introduced vocabulary. (ELG)	Anticipate key events in stories. (ELG) Demonstrate an understanding of what has been read by retelling using their own words and recently introduced vocabulary. (ELG)	recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play. (ELG)	recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play. (ELG)	recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play. (ELG)
SPECIFIC AREA LITERACY Word Reading	To develop phonic knowledge. Read individual letters by saying sounds for them. (DM – CiR) Blend sounds into word, so that they can read short words made up of known letter-sound correspondence. (DM – CiR)	To further develop phonic knowledge. Read some letter groups that each represent one sound and say sounds for them. (DN – CiR) Read a few common exception words matched to the schools phonic programme. (DM – CiR) Blend sounds into word, so that they can read short words made up of known letter-sound correspondence. (DM – CiR)	To further develop phonic knowledge. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words. (DM – CiR)	To further develop phonic knowledge. Re-read books to build up their confidence in word reading, their fluency, their understanding and their enjoyment. (DM – CiR)	Further develop phonic knowledge. Say a sound for each letter of the alphabet and at least 10 diagraphs. (ELG) Read words consistent with their phonic knowledge by sound-blending. (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)	Further develop phonic knowledge. Say a sound for each letter of the alphabet and at least 10 diagraphs. (ELG) Read words consistent with their phonic knowledge by sound-blending. (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)
SPECIFIC AREA LITERACY Writing	Writing labels for the story in literacy. General handwriting. Form lower case and capital letters correctly. (DM – CiR) To start recognising and writing letters in their name.	Writing captions for the story in literacy. General handwriting. Form lower case and capital letters correctly. (DM – CiR) Spell words by identifying the sounds and then writing the sound with letters. (DM – CiR)	Writing captions for the story in literacy. General handwriting. Form lower case and capital letters correctly. (DM – CiR) Spell words by identifying the sounds and then writing the sound with letters. (DM – CiR)	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (DM – CiR) Re-read what they have written to check that it makes sense. (DM – CiR)	Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) Write simple phrases and sentences that can be read by others. (ELG)	Write recognisable letters, most of which are correctly formed. (ELG) Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) Write simple phrases and sentences that can be read by others. (ELG)



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

<p>Phonics (RWInc)</p>	<p>YR children should be able to:</p> <p>Read single-letter Set 1 sounds (first 16)</p> <p>Expected number of sounds:</p> <p>16 sounds (first 16 Set 1 single-letter sounds)</p>	<p>YR children should be able to:</p> <p>Read all Set 1 single letter sounds</p> <p>Blend sounds into words Orally.</p> <p>Expected number of sounds:</p> <p>25 sounds (all Set 1 single-letter sounds)</p>	<p>YR children should be able to:</p> <p>Blend sounds to read Words.</p> <p>Read short Ditty stories.</p> <p>Read Set 1 Special Friends.</p> <p>Expected number of sounds:</p> <p>31 sounds (Set 1 Special Friends)</p>	<p>YR children should be able to:</p> <p>Read Red Storybooks</p> <p>Read 4 double consonants.</p> <p>Expected number of sounds:</p> <p>35 sounds (4 double consonants)</p>	<p>YR children should be able to:</p> <p>Read Green story books</p> <p>Expected number of sounds:</p> <p>35 sounds</p>	<p>YR children should be able to:</p> <p>Read Green or Purple Storybooks</p> <p>Read first 6 Set 2 sounds</p> <p>Expected number of sounds:</p> <p>41 sounds (first 6 Set 2 sounds)</p>
<p>SPECIFIC AREA MATHEMATICS Number</p>	<p>Counting to 10. Number formation Count objects, actions and sounds. (DM – CiR)</p> <p>Subitise. (DM – CiR)</p> <p>Link the number symbol with its cardinal number value. (DM – CiR)</p>	<p>Numbers bond to 10--3,4,5</p> <p>Explore the composition of numbers to 10. (DM – CiR)</p> <p>Representing numbers to 5</p>	<p>Number bonds for 6,7,8,9,10</p> <p>Automatically recall number bonds for numbers 0-10. (DM – CiR)</p>	<p>Have a deep understanding of number to 10, including the composition of each number. (ELG)</p> <p>Subitise up to 5. (ELG)</p> <p>Doubles to 5</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (ELG)</p> <p>Sharing</p>	<p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (ELG)</p> <p>Subtraction up to 5 Number bonds to 10</p>
<p>SPECIFIC AREA MATHEMATICS Numerical Patterns</p>	<p>Pattern.</p> <p>Talk about and identify pattern around them; create ABAB patterns. (e.g. stripes, dots etc).</p> <p>Continue, copy and create repeating patterns. (DM – CiR)</p> <p>Begin to describe a sequence of events. (DM – CiR)</p>	<p>1 more, 1 less</p> <p>Understand the 'one more than/ one less than relationship between consecutive numbers. (DM – CiR)</p> <p>Shapes –properties</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers have. (DM – CiR)</p>	<p>Compare numbers. (DM – CiR)</p> <p>Count beyond 10. (DM – CiR)</p> <p>Ordinal numbers- 1st 2nd etc (the great race). Demonstrate using the Duck race</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. (ELG)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG)</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odd, double facts and how quantities can be distributed equally. (ELG)</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odd, double facts and how quantities can be distributed equally. (ELG)</p> <p>Odd and Even up to 10.</p>



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

	<p>Shape-2D names</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (DM – CiR)</p>					
<p>SPECIFIC AREA</p> <p>UNDERSTANDING THE WORLD</p> <p><i>People, culture and communities</i></p>	<p>RE-who is God? Understanding Christianity</p> <p>All about Families.</p> <p>Talk about members of their immediate family and community. (DM – CiR)</p> <p>Name and describe people who are familiar to them. (DM – CiR)</p>	<p>RE- Christmas story- why do Christians perform nativity plays at Christmas? Understanding the Christmas story. (understanding Christianity)</p> <p>Celebrations – Diwali and Christmas (nativity)</p> <p>Understand that some places are special to members of their community. (DM – CiR)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (DM – CiR)</p> <p><i>History Enquiry 3: What are our favourite celebrations each year?</i></p>	<p>RE- Why do Christians put a cross in an Easter Garden? (Understanding Christianity?)</p> <p>Careers- People who help us</p> <p>Chinese New Year</p> <p>Recognise some similarities and differences between life in this country and in other countries. (DM – CiR)</p>	<p>RE- Why do Christians put a cross in an Easter Garden? (Understanding Christianity?)</p> <p>The meaning of Pancake day</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>RE – Religions around the world.</p> <p>Sikhism</p> <p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG)</p> <p>Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts, and when appropriate, maps. (ELG)</p>	<p>RE– Religions around the world.</p> <p>Judaism</p> <p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG)</p> <p>Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts, and when appropriate, maps. (ELG)</p>
<p>SPECIFIC AREA</p> <p>UNDERSTANDING THE WORLD</p> <p><i>The Natural World</i></p>	<p>Investigate the lives of ‘Owls’ and ‘Pigs’ linked to the stories.</p> <p>Explore the natural world around them (DM – CiR)</p> <p>Science- Germs- hand washing experiment (glitter)</p>	<p>Look at ‘India’ during Diwali week. Look at the different environment.</p> <p>Geography- maps/location of Branton and India. Looking at different parts of a map- ie church, school, hospital etc.</p>	<p>Go outside to experience different weather – rain, snow, wind, sunshine etc. Walk to the local woods following a map/ route.</p> <p><i>History Enquiry 2: Why do we wear different</i></p>	<p>Science/Geog- Discuss the changing seasons – Winter into spring – looking for signs of spring.</p> <p>Understand the effect of changing seasons on the natural world around them. (DM –</p>	<p>Science- planting sunflower seeds/ hatching caterpillars.</p> <p>Looking at Minibeasts.</p> <p>Discuss the changing seasons – Spring into Summer – looking for signs of Summer.</p>	<p>Science- Floating and sinking experiment (prediction)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>



Branton St. Wilfrid's CE Primary School- Long Term Planning 2023/24

		<p>Looking at special buildings- different types of buildings and houses.</p> <p>Recognise some environments that are different to the one in which they live. (DM – CiR)</p> <p>Discuss the changing seasons – Autumn into Winter</p> <p>Explore natural items outside- collection of autumnal objects for spot tray to explore.</p> <p>Science- Ice melting experiment</p>	<p><i>clothes at different times of the year</i></p> <p>Describe what they see, hear and feel whilst outside. (DM – CiR)</p> <p>Draw information from a simple map. (DM – CiR)</p>	<p>CiR)</p> <p>Science- materials: Names of materials Categorising- hard and soft.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (ELG)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)</p>	<p>(ELG)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)</p> <p>Science- Keeping healthy: Healthy foods Sleep-routine Teeth-oral health. Germs- hand washing</p>
<p>SPECIFIC AREA</p> <p>UNDERSTANDING THE WORLD</p> <p>Past and Present</p>	<p>Look at family photographs now and from the past (e.g. Mum and Dad at a wedding, Granny and Grandads wedding etc)</p> <p>Comment on familiar situations in the past. (DM – CiR)</p> <p>History- Enquiry 1: <i>How have I changed since I was a baby? Understanding how we grow from baby to elderly and knowing what we need as a baby and what</i></p>	<p>Diwali</p> <p>History- Chronological order- ordering events in their life cycle</p> <p>Compare and contrast characters from stories including figures from the past. (DM – CiR)</p>	<p>Talk about the lives of the people around them and their roles in society. (ELG)</p>	<p>Mother's Day</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG)</p>	<p>Talk about the lives of the people around them and their roles in society. (ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and</p>



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

	<p><i>we don't need anymore</i></p> <p>Discussing differences from being a baby to being a child- what has changed. How have we grown? What did we use/ play with as a baby?</p>					storytelling. (ELG)
<p>SPECIFIC AREA</p> <p>EXPRESSIVE ARTS AND DESIGN</p> <p>Creating with Materials</p>	<p>Making a button family, owl collage and pigs.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (DM – CiR)</p> <p>Art curriculum- Zentangles- different types of lines. DT- Free standing Structure – Three Little pigs</p>	<p>Christmas cards/ – Enterprise project – DT- joining of materials with glue or salt dough decorations</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. (DM – CiR)</p> <p>Diwali- Making Diva cups using clay.</p> <p>Art curriculum- paint mixing</p> <p>DT- Making Porridge</p>	<p>Create collaboratively, sharing ideas, resources and skills. (DM – CiR)</p> <p>Making porridge for the Three Bears</p> <p>Art Curriculum- paint mixing</p>	<p>Rainbow fish design Aquarium Mother's Day card</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (ELG)</p> <p>Art Curriculum- Weaving using natural resources</p> <p>DT- Free Standing Structure- Design and make an aquarium</p>	<p>Share their creations, explaining the process they have used. (ELG)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (ELG)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used. (ELG)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (ELG)</p> <p>Art Curriculum- Weaving DT- Woven Basket DT- Fruit Kebabs</p>
<p>SPECIFIC AREA</p> <p>EXPRESSIVE ARTS AND DESIGN</p> <p>Being Imaginative and Expressive</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and response. (DM – CiR)</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. (DM – CiR)</p>	<p>Charanga – Me</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses. (DM – CiR)</p> <p>Develop storylines in their pretend play. (DM – CiR)</p>	<p>Explore and engage in music making and dance, performing solo or in groups. (DM – CiR)</p>	<p>Charanga – Everyone</p> <p>Sing a range of well known nursery rhymes and songs. (ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)</p>	<p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (ELG)</p>	<p>Charanga- Big Bear Funk</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (ELG)</p> <p>Sing a range of well</p>



Branton St.Wilfrid's CE Primary School- Long Term Planning 2023/24

						known nursery rhymes and songs. (ELG) Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)
--	--	--	--	--	--	---