

Willow Class – Long Term Plan Year (Cycle B)

Hopton Curriculum Driver	Value	Topic	Curriculum coverage		Experience
Autumn 1 Play	Thankfulness	Do You Want to be Friends?	<p><b>Personal, Social and Emotional Development</b>  <b>Early Learning Goals:</b>  <b>Self-Regulation</b> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b> • Work and play cooperatively and take turns with others.</p> <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Lines of enquiry include:</b></p> <ul style="list-style-type: none"> <li>• Showing thanks to new friends               <ul style="list-style-type: none"> <li>· being kind</li> <li>· being helpful</li> <li>· cooperation</li> </ul> </li> <li>• similarities and differences               <ul style="list-style-type: none"> <li>• people who help us</li> </ul> </li> </ul> <p>I will be... creating our class rules, participating in turn-taking games, trying out new activities and sourcing resources independently, learning school routines, learning to think about the feelings of others and talking about how we show thanks to family, friends and other people who are important to us.</p> <p><b>What's Your Job?</b> Classroom jobs, preferences, skills, resources.</p> <p><b>Teamwork</b> - Play a variety of team-building games to encourage positive relationships.            Teamwork stories – What best friends do. Pumpkin soup.</p>	<p>School Tour</p> <p>Visits from            -Police officer            -Firefighter            -Paramedic</p> <p>Welly walks around school and in the wild area</p>

		<p><b>Communication and Language</b>  <b>Early Learning Goals:</b>  <b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Physical Development</b>  <b>Early Learning Goals:</b>  <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</li> </ul>	<p>I will be... learning to talk about myself, my hobbies and interests. I will be using describing words such as tall/short, imagining and recreating roles in real life family situations and fictional stories, asking questions to get to know my friends, thinking about sequences of events in stories and talking about beginning, middle and end.</p> <p><b>Lost and Found</b> - Reading story Lost and Found by Oliver Jeffers. Discussion and questions on feeling of loneliness. Talk about why friends are important and how we can be good friends to each other by showing thanks. The Lonely Giraffe. PSED link.</p> <p><b>Have You Filled a Bucket Today?</b> - Have You Filled a Bucket Today? by Carol McCloud.</p> <p>Present home learning about hobbies and interest and answer questions about it.</p> <p>I will be... playing games, using tools safely, learning how to be healthy, describe changes to my body after being active, move with control/co-ordination (over, under) and using a range of malleable materials in my play.</p> <p><b>Parachute Play</b>  <b>Listening and movement games – find a space/spot</b>  <b>Circles and Spirals</b>  <b>Zip It</b>  Stuck in the mud</p> <p>PE lessons</p>	
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		<p><b>Literacy</b>  <b>Early Learning Goals:</b>  <b>Comprehension</b> – Child can retell stories in their own words and use new vocabulary.  <b>Reading</b> – Child can read words consistent with their phonic knowledge.  Child can read aloud simple sentences consistent with their phonic knowledge (including some CEWS).  <b>Writing</b>  Child writes recognisable letters (mostly formed correctly).  Child spells words by identifying sounds and representing them with letters.  They write simple phrases and sentences which can be read by others.</p>	<p>I will be...learning to recognise and write my name, draw and mark make for purpose – a kind note to a friend. Begin Level 1 phonics and learn to listen for sounds, reading a range of fiction books together, learn different sounds that letters make, learn to orally blend sounds together.</p> <p><b>Who's Who?</b> – Photographs and writing skills, thank you notes. Name spelling.</p> <p><b>Key texts to learn, join in with and retell/sequence: Alan's Big Scary Teeth, The Hug, The Smartest Giant in Town.</b></p>	
		<p><b>Mathematics</b>  <b>Early Learning Goals:</b></p> <p><b>Number</b> - Number – Child understand and can compose numbers to 10.  Child can subitise up to 5.  Child can recall number bonds and subtraction facts to 5. (some number bonds to 10)  <b>Number patterns</b> – Child can verbally count to (and beyond) 20, recognising patterns.  Child can compare quantities up to 10 (recognising &lt; &gt; =).  Child can explore number patterns (odd, even, doubles, sharing).</p>	<p>I will be... learning to count out loud, to subitise and to count up to 5 objects. I will learn to sort objects by colour, size and shape. I will match numbers to quantities of groups, name and describe simple 2D shapes, sorting shapes and objects by their properties, create repeating patterns and order the events in my day.</p> <p><b>One for Me, One for You</b> – Sharing evenly games and ways to display our thanks.  Matching pair card games,</p>	

**Understanding the World**

**Early Learning Goals:**

**Past and Present** • Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities** •

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants.

- 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.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

I will be... learning about people in my community and how they help me. I will use five senses to investigate on local walks around the school and surrounding village. I will recognise similarities and differences between me and my friends, going learning about different parts of the body.

**People Who Help Me – visits from dentists, police, paramedic. Write thank you notes to them.**

**Same or Different?** – Explore similarities and differences in myself and other, Mr Potato head body parts learning.

Welly walks and observe Autumn outside.

RE Unit 1 - EYFS RE Unit: (Harvest/Creation) Why is the word 'God' so important to Christians?

Computing Unit

			<p><b>Expressive Arts and Design</b>  <b>Early Learning Goals:</b>  <b>Creating with Materials</b> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Share their creations, explaining the process they have used.  • Make use of props and materials when role playing characters in narratives and stories.  <b>Being Imaginative and Expressive</b> • Invent, adapt and recount narratives and stories with peers and their teacher.  • Sing a range of well-known nursery rhymes and songs.  • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>I will be... drawing images of myself and others using resources (mirrors), thinking about colour and using them appropriately in pictures, using a range of objects to print with, learning new songs to help me in my learning, role-playing and acting out</p> <p><b>Friendship Colours</b>  <b>Sticker collages</b>  <b>First self portrait.</b></p> <p>Drama Tots – colour session</p> <p><b>Colour – Jackson Pollock art focus.</b>  Cauliflower Christmas light fingerprint cards.</p> <p>Learn maths number songs and rhymes, Harvest poem/song. Poetry day.</p>	
<p>Aut 2 Insight</p>	<p>Respect</p>	<p>What Happens When I Fall Asleep?</p>	<p>Personal, Social and Emotional Development</p>	<p>Lines of enquiry include:</p> <ul style="list-style-type: none"> <li>• bedtime routines</li> <li>• the Moon and stars</li> <li>• nocturnal animals</li> <li>• people who work at night</li> <li>• the importance of sleep and rest</li> </ul> <p>Building strong relationships and communicating with adults and children of different ages we see daily. How do we show respect? Learn about Nocturnal animal life.</p>	<p>Indoor star dome</p> <p>Pyjama Party</p> <p>School Trip to Pantomime</p>

			Communication and Language	Developing questioning skills through role play and group discussions. Taking part in circle, learning vocabulary associated with topic, explore the meaning of new words, asking questions about what, how and why.
			Physical Development	Move like nocturnal animals. Using a variety of tools, brushes, pens, pencils to develop fine motor skills. Outdoor areas to develop both fine and gross motor skills with large and small apparatus. Effects of exercise on bodies.
			Literacy	Bedtime stories: <i>The Jolly Christmas Postman,</i> <i>(Christmas stories)</i> <i>Receiving letters from Santa/an Elf,</i> <i>Day Monkey, Night Monkey – Julia Donaldson,</i> <i>What the Ladybird Heard - – Julia Donaldson,</i> <i>Peace at Last – Jill Murphy,</i> <i>Can't You Sleep, Little Bear?</i> <i>Whatever Next?</i> Retrieving information from space non-fiction books and technology. Write Christmas lists and post them.
			Mathematics	We will consolidate our knowledge of numbers to 10. We will be verbally counting beyond 20, recognising patterns in the counting system. We will practise automatically recalling number bonds up to 5 (including subtraction facts). We will learn some doubling facts. We will learn about time by using everyday language associated with time and learn how to measure short periods of time in simple ways. We will learn about capacity. We will solve simple math problems involving time, capacity, shape and number.
			Understanding the World	Investigating dark and light, different times of day and routines. People that work at night when we are asleep and their roles in the community. Reflective materials investigations. Opaque and transparent. We will explore the environment around us using our senses. (Sound walk, blindfolded feely activity) RE Unit 2 - <u>EYFS RE Unit: (Christmas/Incarnation)</u> <u>Why do Christians perform nativity plays at Christmas?</u>

			Expressive Arts and Design	Experiment with different textures and materials while describing how they feel when unseen in the dark compared to light. Make constellations and junk model rockets. Learn rhyme and songs. Role play space station, Bedroom at night, hot choc café. Christmas Art.	
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Spring 1 Risk	Creativity	What is a Reflection?	Personal, Social and Emotional Development	<p>Lines of enquiry include:</p> <ul style="list-style-type: none"> <li>• reflections</li> <li>• mirrors</li> <li>• photography</li> <li>• symmetry</li> <li>• portraits</li> </ul> <p>Describing the details of our own reflection, physical and mental differences and similarities. Can you <b>create</b> your own symmetrical pattern using reflections?</p>	Science experiments visit/ visit to a science museum
			Communication and Language	Using words to describe. Creating our own sentences to write.	
			Physical Development	Sensory cave, exploring mirrors to copy movements. Mirror a partner game.	
			Literacy	Non-fiction books and poems, labelling themselves and body parts.	
			Mathematics	Addition and measures, shape and measures, subtraction, shape and data, time.	
			Understanding the World	<p>Different meanings of the term reflection, materials that are shiny/not shiny, reflective/non reflective. Man-made materials.</p> <p>RE Unit 3 - <u>EYFS RE Unit: Lent/Salvation</u> <u>How can we help others when they need it?</u> Computing Unit</p>	

			Expressive Arts and Design	Reflective collage, decorating mirrors. Self portraits – progression. Focus Artist – linked to Maths shapes – Wassily Kandinsky	
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Spring 2 Wonder	Hope	Do Cows Drink Milk?	Personal, Social and Emotional Development	<p>Lines of enquiry include:</p> <ul style="list-style-type: none"> <li>• where food comes from</li> <li>• Do animals have hope? Animals that live on the farm</li> <li>• growing plants and crops <ul style="list-style-type: none"> <li>• animal body parts</li> <li>• farm machinery</li> </ul> </li> </ul> <p>I will be...identifying my own feelings and how I manage them, showing insight to behaviour, self-confidence and self-awareness. Continue to focus on turn taking both in conversations and during activities, having the awareness of how own actions and feelings have an effect. Learning social boundaries and behaviour expectations and why. This will be woven through stories, group activities, discussions and role play.</p>	Farm trip  Visiting farms on welly walks  Planting vegetable seeds and growing potatoes
			Communication and Language	Children will be encouraged to share great ideas, maintaining attention, concentration and focus in order to listen to the story 'details', and to other people in groups with increasing attention and recall. Children will be connecting their ideas and thoughts in working partners, small groups or as a whole class or with independence for short periods.	
			Physical Development	Growth, planting, farm animals and their babies, healthy eating, germs and washing effectively.	
			Literacy	Farm animals, where food comes from, crops and growing Traditional tales	
			Mathematics	Continuing to build and consolidate numbers to 20, one more/less, addition and subtraction. Ordering and quantifying numbers through practical activities. Recording results using marks I can interpret and explain. Length, 3D shape, money, time.	
			Understanding the World	Farm life, differences and similarities, why animals use strategies to thrive and survive.  <i>RE Unit 4 - <u>EYFS RE Unit: Easter/Salvation</u></i> <i><u>Why do Christians put a cross in an Easter garden?</u></i>	



			Expressive Arts and Design	All things wild, labels and expression of what we grow and what we know. Focus Artist – Piet Mondrian	
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Summer 1 Voice	Stewardship	Under the sea	Overview: In this topic we will learn about the ocean and the plants and animals that live there.		Experiments- floating and sinking  Making pirate ships  Trip to Knetishall Heath
			Communication and Language	Extending vocabulary and questioning skills by exploring seaside objects. Sharing own experiences of visiting the seaside. Memories and what this means to us personally as opposed to hearing and appreciating other people's memories.	
			Personal, Social and Emotional Development	The children will play cooperatively, taking turns with others. They will practise taking account of one another's ideas, about how to organise activities. They show sensitivity to others' needs and feelings. (water safety discussion)	
			Physical Development	The children will be moving in different ways to music, linked to our topic as a range of interesting rock pool creatures. (dance, beach ball catching games). They will handle equipment and tools effectively, including pencils for writing. We will develop hand writing skills such as focus on letter size.	
			Literacy	We will explore a selection of seaside poetry to develop an appreciation for rhyme. We will read sea themed stories and informative books that tell us about sea creatures and their habitats. We will use our phonic skills to decode regular words and read them aloud accurately in simple sentences. They will read an increasing number of common irregular words. They also use phonic knowledge to write postcards to each other about a visit to the seashore. <u>Key Texts:</u> <i>Sharing a shell - Julia Donaldson,</i> <i>The Pirate's next door/The Night Pirates.</i> <i>Commotion in the Ocean</i>	

			Mathematics	The children will use seaside objects to refine their addition, subtraction, doubling and sharing skills. They will also learn to count in 2's. They will explore problem solving skills. They will recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
			Understanding the World	The children will make comparisons between different environments and consider how is the seaside different to our village/a city? Children will be exploring the properties of sand and other materials. They will be supported in using the internet to view different images/videos of seaside wonders. RE Unit 5 - <u>EYFS RE Unit: (Pentecost/ Incarnation)What makes every single person unique and precious?</u> Computing Unit	
			Expressive Arts and Design	The children will design and junk model their own pirate boats to race. They will explore colour and texture to create sea collages. They will express their own ideas, thoughts and feelings through designing, making art, music, dancing and acting. We will listening to seaside themed music and learn simple sea songs.	

Summer 2 Experience	Humility	What Can You See in Summer?	Personal, Social and Emotional Development	<p>Lines of enquiry include:</p> <ul style="list-style-type: none"> <li>• weather and the seasons</li> <li>• changes in the natural world <ul style="list-style-type: none"> <li>• holidays and leisure</li> <li>• staying safe in the Sun</li> </ul> </li> </ul> <p>Sharing summer, how other people's feelings can influence our own. Debate and respecting others views while communicating our own.</p>	Trip to the beach  Gardening project
			Communication and Language	Discussing summer holidays and leisure	
			Physical Development	Controlling equipment Staying safe in the sun Blow up inflatables	
			Literacy	Writing what summer means to us in simple sentences.	

			Mathematics	Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			Understanding the World	Seasons and weather Importance of sun for life, busy bees Staying safe in the sun RE Unit 6- <i>EYFS RE Unit: Creation/Stewardship</i> <i>How can we care for our wonderful world?</i>
			Expressive Arts and Design	Rainbows with crayon melting Expression of colour and summer Life like drawing