


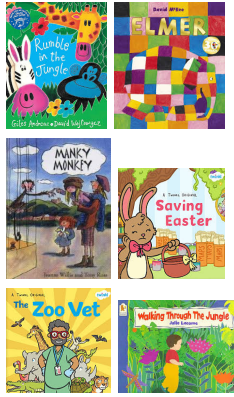




Class 1 Long Term Planning - 2 year cycle

Cycle B (2024/25)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Winter	Traditional tales	Animals	Space	Come outside!
Potential themes/ Interests of children	My family People who help us Travel and transport Road safety Harvest Autumn Halloween	Polar regions Winter Frozen Bonfire night Remembrance Christmas	Jack and the beanstalk The three little pigs The gingerbread man Goldilocks and the three bears Pancake day Chinese new year	Jungle & rainforest Safari The zoo Woodland animals Easter Spring	Aliens Planets Light and dark Earth day Mothers day	Minibeasts Summer Seaside Life cycles Fathers day
Potential wow moments /trips	Visits from police, paramedic and firefighter	Panto	Visit to Diss library	Visit Banham zoo	Science day - experiments	Pond dipping at Redgrave and Lopham fen
Suggested texts	 <p>Non - fiction transport books</p>			 <p>Non-fiction animal books</p>	 <p>Non - fiction space books</p>	 <p>Non-fiction minibeast books</p>
English	Letters Labels and captions	Recounts Letters	Narrative - traditional tales	Poetry	Non - fiction - leaflets Narrative	Poetry

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	<p>Recounts Writing questions Narrative</p>	<p>Lists Narrative Descriptive writing</p>	<p>Instructions - pancakes Descriptive writing Re-telling a story</p>	<p>Non- fiction - facts about animals Narrative</p>	<p>Descriptive writing Diary writing</p>	<p>Non - fiction fact files and life cycles Narrative Speech</p>
<p>Curriculum content</p>	<p>Geography - What is the Geography of where we live?</p> <p>Art - Mark Making Explore ways of drawing lines when joining one point to another; Create patterns using repetition; Understand and experiment painting with a paintbrush; Experiment with a variety of mark making and materials; Imitate and create art in the style of Pa</p> <p>Music - Me! Explore: growing, homes, colour, toys, how I look</p>	<p>Science - Seasonal changes and day length (Summer-Autumn or Autumn-Winter)</p> <p>History -History makers - Guy Fawkes, Edith Cavell</p> <p>Computing - Online Safety and Exploring Purple Mash Paint projects, writing templates, 2Count, Simple City</p>	<p>D+T Stable Structures Explore the features of stable structures, including toy car garages; Design and plan a stable structure; Explore a range of materials and make decisions based on the end product; Follow a design plan and make a product; Evaluate products (the three little pigs)</p> <p>Music - Big Bear Funk A Transition Unit: A. Listen and Appraise B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments C. Perform and Share</p>	<p>Science -Animals Animals: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals</p> <p>Computing - Spreadsheets 2Calculate</p> <p>Computing - Word Processing Word document/PowerPoint</p>	<p>Music - Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p> <p>Geography - How does the weather affect our lives?</p>	<p>Science - Year 1 Seasonal Changes Seasonal Changes and day length (Spring-Summer)</p> <p>D+T Moving Minibeasts Create a sliding mechanism; use levers and pivots to Create a moving mechanism; Create a wheel mechanism; Design a picture with a moving mechanism; Make a minibeast-themed moving picture; Evaluate a moving minibeast picture</p> <p>Computing - Pictograms 2Count, 2Connect</p>
<p>PE</p>	<p>Basic skills and assessment</p>	<p>Invasion games</p>	<p>Dance/Gym</p>	<p>Dance/Gym</p>	<p>Athletics</p>	<p>Tennis</p>
<p>RE</p>	<p>Belonging Christianity – Baptism/Church</p> <p>Why is belonging to God and the Church Family important to Christians?</p>	<p>Belonging Judaism – Mitzvot/tzedakah</p> <p>Why is learning to do good deeds so important to Jewish people?</p>	<p>Christianity Resurrection</p> <p>What are the best symbols of Jesus’ death and resurrection at Easter?</p> <p>What do people celebrate?</p>	<p>Hinduism Devotion</p> <p>What do people celebrate?</p>	<p>Judaism tefillah</p> <p>Why do Jewish families say so many prayers and blessings?</p> <p>Should everyone learn to pray?</p>	<p>Christianity Worship</p> <p>Should everyone learn to pray?</p>

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RSE/PSHE	Families and people who care for me Roles of different people, families, feeling cared for	Safe relationships Recognising privacy, staying safe, seeking permission	Media literacy and digital resilience Using the internet and digital devices, communicating online	Physical health and fitness Keeping healthy, food and exercise, hygiene routines, sun safety	Growing and changing Recognising what makes us unique and special, feelings, managing when things go wrong	Keeping safe How rules and age restrictions help us, keeping safe online
EYFS C+L	Following instructions Turn taking Sharing ideas and thoughts- using talk to answer questions	Engage in story time 1:1 discussion join in with songs, rhymes and repeated refrains Listen to a talk about stories and rhymes Identify main characters in a story. Discuss story setting.	Give opinion and share ideas with confidence in different situations Take part in small group discussions Discuss key events or explain what has happened Use the present tense	Respond and question Use full sentences	Discussion with others Predict what might happen in a story Take part in whole class discussions Link events in a story to their own experiences	Develop a wide range of vocabulary including technical tier 3 vocabulary Use conjunctions in sentences Use past, present and future forms Re-tell a story in detail
EYFS PSED	Class Rules Sharing interests and hobbies Identifying feelings Importance of exercise Healthy eating Road safety	School rules and values Setting goals Listening to others Responsibility	Making the right choices Confidence and independence Consequences Being kind Oral hygiene	- Effects of behaviour Being a good friend Internet Safety	Managing feelings Calming techniques Having different opinions Being unique Importance of sleep	Problem Solving Resolving Conflicts Being safe in the sun Getting ready for year one
EYFS PD Gross motor skills and fine motor skills	Revise and use fundamental movement skills Learn to use equipment safely. Explore fundamental movement skills, changing speed and direction. Throwing, catching, kicking. Use pencils, paintbrushes (portraits in art), cotton buds etc to form letters in sand.	Build core muscle strength to achieve good posture. Begin to develop overall body-strength, balance, co-ordination, and agility. Threading, weaving, tweezing. Scissor skills, wrapping Correct letter formation.	Negotiate space and obstacles safely Balancing Travelling confidently, jumping and landing. Continue to develop overall body strength, balance and coordination. Moving in time to music. Handwriting: correct letter formation: using little wandle letter formation phrases. Various fine	Negotiates space successfully and can adjust speed and direction. Throwing & Catching Hand-Eye co-ordination. Showing increasing control with a ball. Handwriting: recognisable letters with an effective pencil grip.	Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Using scissors and small tools in junk modelling. Various fine motor skill activities in provision.	Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Athletics – sports day preparation Showing accuracy when drawing. Sewing Weaving Tying knots

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	Threading, weaving, tweezing. Development of Tripod grip. Junk modelling - scissor skills and joining		motor skill activities in provision.			
EYFS Literacy	Join in with stories, rhymes and songs Initial sounds Mark Making – drawing and labelling Name writing Fine motor- pencil control Listening to stories –identifying main character and setting, sequencing and retelling	Join in with stories, rhymes and songs Letter formation Identifying and writing initial sounds and CVC words Retelling stories through small world and role play Describing events in familiar stories and predicting events	Join in with stories, rhymes and songs Letter formation Initial sounds and CVC / CVCC words (extend to captions) Sequencing and retelling stories with detail Draw vocabulary and knowledge from non-fiction books and stories and use throughout the day in different contexts	Join in with stories, rhymes and songs Writing labels and captions Constructing sentences including descriptions Learning sentence punctuation -finger spaces, full stops and capital letters Draw vocabulary and knowledge from non-fiction books and stories and use throughout the day in different contexts	Join in with stories, rhymes and songs Captions and sentences Rhymes and poems Use and understand new vocabulary from stories, poems and non-fiction Discuss what they know/ have found out	Join in with stories, rhymes and songs Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Writing instructions Adapt narratives
EYFS Maths (Following white rose maths)	Daily Calendar session to learn days of the week. Exploring and creating patterns	Daily Calendar session to learn days of the week and months of the year. Find and name shapes in the environment Positional language	Daily Calendar session to learn days of the week and months of the year as well as place value for number. Comparing mass and capacity, length and height	Daily Calendar session Recognise and name 3D shapes -Copy, continue and find patterns	Daily Calendar session Spatial Awareness	Daily Calendar session
EYFS Expressive arts and design	Sing a range of well-known nursery rhymes and songs Explore the use of colour and design Mark making (Art) Explore tools and their uses	Sing a range of well-known nursery rhymes and songs Invent and adapt stories through their role play and small world play Perform in School Nativity	Make use of props and materials in the role play area to re-create well known stories Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform and create poems, songs and stories and play instruments Invent and adapt stories through their role play and small world play	Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design

