

### Gayton Primary School-F2 Long term plan 2022-2023

EYFS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Texts</b>		Hello Friend by Rebecca Cobb The Gingerbread Man by Mara Alperin	I'm going to eat this ant by Chris Naylor-Ballesteros Aaaarrghh Spider by Lydia Monks Stanley's Stick by J.Hegley The Snowflake by Benji Davies	Blue Penguin by Petr Horacek The Emperor's Egg by Martin Jenkins Naughty Bus by Jan Oke	The Journey Home by Emma Levey	Silly Doggy by Adam Stower Our Cat Cuddles by Gervase Phinn	Supertato by Sue Hendra There is no Dragon in this story by Lou Carter
<b>Theme</b>		All about me	Autumnal changes Christmas	Brr it's cold Journeys we take	Journeys we take Spring Easter	Our Pets Great and Small.	Who is a Superhero?
<b>Inquiry Question</b>		How have we changed?	What is changing around us?	What journeys do we take?	What do you notice about the world outside?	Can we all be great?	
<b>Drivers</b>	<b>Personal Dev.</b>	Key person role- getting to know each other	To develop confidence in speaking to others	Confident to speak about own needs and interests	To develop opinions	Confident to try new things	To be independent in choosing resources for own activities
	<b>Environment-</b>	Explore school grounds- woodland exploration	Look for mini-beasts in the environment. woodland exploration	Explore the environment in their surroundings woodland exploration	Visit RSPB for where birds live. Planting woodland exploration	Planting woodland exploration	Planting woodland exploration
	<b>Democracy-</b>	Listens to what others have to say.	Take steps to resolve conflicts.	Ask appropriate questions of others	Finding a compromise	Taking turns and play cooperatively	Taking account of others ideas
<b>Communication and Language</b>		Listening skills and activities <ul style="list-style-type: none"> <li>What is this?</li> <li>Routines</li> <li>Lola's listening rules</li> </ul> Learn new vocabulary- review text in books, ourselves, changes in material. Describe a personal event. Develop social phrases Listen to a range of stories Listen and learn rhymes and songs	Listening skills and activities What's in the bag?- asking questions Listening to simple instructions. Engage in story times. Describe a personal event. Listen to another talk and give a fact about what they have said. Use new vocabulary throughout the day.	Listening skills- Follow instructions on how to draw a picture. Describe an activity / model. Think through what you want to say. Connect ideas and thoughts. Engage in story time. Listen to and talk about a story. Listen to rhymes and poems. Listen to non-fiction texts.	Listening skills- follow instructions- 2 step Describe a model- ask questions about someone else's model. Retell a story through a small world or puppets. Listen to and talk about stories to show understanding. Develop vocabulary Engage in non-fiction texts. Describe an event.	Listen to more complex instructions 2/3 steps. Develop a vocabulary and use it throughout the day. Ask questions to find out more information Articulate ideas in well-formed sentences. Connect ideas to another using a range of connectives. Describe an event in detail. Develop social phrases.	Listening activities. Ask detailed questions about another work. Connect ideas using connectives Describe how things work and why things might happen Describe events in great detail. Talk through problems to resolve them.
<b>Personal, Social and Emotional Development</b>		<b>Me and my relationships</b> <ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> <li>My feelings?</li> <li>My feelings (2)?</li> </ul>	<b>Valuing difference</b> <ul style="list-style-type: none"> <li>I'm special, you're special</li> <li>Same and different</li> <li>Same and different families</li> <li>Same and different homes</li> <li>Kind and caring (1)</li> </ul>	<b>Keeping myself safe</b> <ul style="list-style-type: none"> <li>What's safe to go onto my body?</li> <li>Keeping myself safe- What's safe to go inside my body (including medicines)</li> <li>Safe indoors and outdoors</li> </ul>	<b>Rights and responsibilities</b> <ul style="list-style-type: none"> <li>Looking after my special people</li> <li>Looking after my friends</li> <li>Being helpful at home and caring for our classroom</li> <li>Caring for our world</li> </ul>	<b>Being my best</b> <ul style="list-style-type: none"> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy eating</li> <li>Move your body</li> <li>A good night's sleep</li> </ul>	Growing and changing <ul style="list-style-type: none"> <li>Seasons</li> <li>Life stages - plants, animals, humans</li> <li>Life Stages: Human life stage - who will I be?</li> <li>Where do babies come from?</li> <li>Getting bigger</li> </ul>

	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>Healthy Eating</li> <li>Brushing teeth</li> </ul>	<ul style="list-style-type: none"> <li>Kind and caring (2)</li> </ul> <p>Health and wellbeing</p> <p>Regular physical activity</p>	<ul style="list-style-type: none"> <li>Listening to my feelings (1)</li> <li>Keeping safe online</li> <li>People who help to keep me safe</li> </ul> <p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>Sensible amounts of 'screen time'</li> <li>Being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>Looking after money (1): recognising, spending, using</li> <li>Looking after money (2): saving money and keeping it safe</li> </ul> <p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>Regular exercise</li> <li>Sleep routine</li> </ul>	<p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>Regular exercise</li> </ul>	<ul style="list-style-type: none"> <li>Me and my body - girls and boys</li> </ul> <p>Health and wellbeing</p> <ul style="list-style-type: none"> <li>Regular exercise</li> <li>Healthy eating</li> </ul>
Physical Development	<p>Develop Spatial awareness</p> <p>Refining movement skills</p> <ul style="list-style-type: none"> <li>Running</li> <li>Walking</li> <li>Hopping</li> <li>Crawling</li> <li>Climbing</li> </ul> <p>Fine motor control</p> <ul style="list-style-type: none"> <li>Producing clockwise/ anticlockwise movements</li> <li>Vertical and horizontal I</li> </ul>	<p>Develop body coordination - Travelling</p> <p>Refining movement skills</p> <ul style="list-style-type: none"> <li>Rolling</li> <li>Skipping</li> <li>Hopping</li> <li>Running</li> <li>Crawling</li> </ul> <p>Fine motor control</p> <ul style="list-style-type: none"> <li>Produce waves, curls</li> <li>Zigzags</li> <li>Loops</li> </ul>	<p>Develop body -Balance</p> <p>Refining movement skills</p> <ul style="list-style-type: none"> <li>climbing</li> <li>jumping</li> <li>crawling</li> </ul> <p>Develop core muscle strength</p> <p>Use a range of large and small apparatus- indoors and outdoors</p> <p>Combine different movements</p> <p>Fine motor control</p> <p>Developing correct letter formation</p>	<p>Develop body strength-Refining movement skills-</p> <ul style="list-style-type: none"> <li>running</li> <li>jumping</li> <li>crawling</li> <li>skipping</li> </ul> <p>Combine movements with fluency</p> <p>Use a range of large and small apparatus- indoors and outdoors</p> <p>Develop a range of ball skills – throwing, catching, passing</p> <p>Fine motor control</p> <p>Developing a handwriting style that is accurate</p>	<p>Develop body strength-Refining movement skills-</p> <ul style="list-style-type: none"> <li>running</li> <li>jumping</li> <li>crawling</li> <li>skipping</li> </ul> <p>Combine movements with fluency</p> <p>Use a range of large and small apparatus- indoors and outdoors</p> <p>Develop a range of ball skills – throwing, catching, passing, aiming, kicking</p> <p>Fine motor control</p> <p>Developing a handwriting style that is accurate</p>	<p>Develop body strength-Refining movement skills-</p> <ul style="list-style-type: none"> <li>running</li> <li>jumping</li> <li>crawling</li> <li>skipping</li> </ul> <p>Combine movements with fluency</p> <p>Use a range of large and small apparatus- indoors and outdoors</p> <p>Develop a range of ball skills – throwing, catching, passing, aiming, kicking, batting.</p> <p>Fine motor control</p> <p>Developing a handwriting style that is accurate</p> <p>Developing a handwriting style that is accurate and efficient.</p>
Literacy	<p>Phase 1 and start phase 2 letters and sounds.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Start to hear the blend of sounds into cvc words.</p> <p>Start to learn a few common exception words.</p> <p>Start to learn how to write their name.</p>	<p>Phase 2 Phonics + the first couple of sets from phase 3.</p> <p>Knowing the individual letters by saying the sounds for them.</p> <p>Blend sounds into words, made from known sound correspondences.</p> <p>Read some common exception words. (tricky words)</p> <p>Read a simple caption, blending words with known</p>	<p>Phase 3 digraphs and trigraphs</p> <p>Learn tricky and common keywords to read and start to spell them.</p> <p>Blend words with digraphs and trigraphs from phase3.</p> <p>Cvc words.</p> <p>Segment for spelling simple cvc words, including those phonemes that are digraphs and trigraphs.</p>	<p>Phase 3 digraphs and trigraphs</p> <p>Continue learning tricky and common keywords, recalling them confidently and accurately in context.</p> <p>Apply other reading strategies when reading independently.</p> <p>Start applying sentence structure to their own writing when working independently,</p>	<p>Phase 3 and Phase 4</p> <p>Blend words with digraphs and trigraphs from phase3 in cvc and cvcc/ ccvc words.</p> <p>Apply reading strategies independently when reading an unknown text.</p> <p>Read a range of books independently.</p> <p>Start to combine two/ three sentences to make a short story when writing.</p>	<p>Phase 3 and phase 4</p> <p>Blend words with digraphs and trigraphs from phase3 in cvc and cvcc/ ccvc words.</p> <p>Apply reading strategies independently when reading an unknown text.</p> <p>Read a range of books independently with growing fluency.</p> <p>Start to apply all the skills required when writing- letter formation (including correct</p>

		letter-sound correspondences and with tricky words. Start to form lower-case letters correctly. Segment and spell words with known phoneme/ grapheme correspondence. Start	Start to read sentences, applying decoding skills and recall of key words. Start to write captions for pictures, using a few words, including phase 2 tricky words. Read and write for different purposes – lists, cards, captions, labels Continue with correct letter formation of lower letters and start to look at the formation of upper case letters.	applying a capital letter, finger spaces and full stops. Read and write for different purposes on own tasks, having a go and applying their skills – lists, cards, captions, labels Rereading their work independently. Look at story structure- beginning, middle and end.	Continue with simple story structure, using story maps- play, talk write.	letter position on the line), recall of grapheme, spelling key/ tricky words, sounding out new words applying known sounds. Using capital letters and full stops. Rereading writing to make sure it makes sense. Reading a range of different genre of books. Writing for a range of purposes.
Mathematics	<p><b>Power Maths Numbers to 5</b> Counting 1,2 and 3 Counting to 4 Counting to 5 <b>Comparing groups within 5</b> Comparing quantities of identical objects Comparing quantities of non-identical objects <b>Shape</b> 3D shapes</p> <p><b>Mastering Numbers</b> Subitising to 3 Counting, cardinality and ordinality to 5. Composition of numbers 3 &amp; 4 Subitising to 5 Comparison of amounts using more and fewer.</p>	<p><b>Power maths Shape</b> 2D shapes <b>Change within 5</b> One more One less <b>Number bonds within 5</b> Introducing the part-whole model <b>Space</b> Spatial awareness</p> <p><b>Mastering Numbers</b> Counting, cardinality and ordinality to 5. Comparison of amounts using more and fewer. Composition of numbers using whole and parts to 5. Composition of numbers investigating part,part whole relations using subitising. Counting, cardinality and ordinality to 5. Reciting numbers to 10 and beyond.</p>	<p><b>Power Maths Numbers to 10</b> Counting 6,7,and 8 Counting to 9 and 10 <b>Comparing numbers within 10</b> Comparing groups up to 10 <b>Addition to 10</b> Combining two groups to find the whole <b>Measure</b> Length, height and distance Weight</p> <p><b>Mastering Numbers</b> Subitising using perceptual subitising to begin using skills of conceptual subitising. Counting, cardinality and ordinality focusing on ordinality. Composition of numbers investigating composing and decomposing numbers to 5. Composition of 5 - looking at its relationship with other numbers. Comparison looking at similarities and differences of numbers.</p>	<p><b>Number bonds to 10</b> Using a ten frame The part-whole model to 10 <b>Subtraction</b> Subtraction <b>Exploring patterns</b> Making simple patterns Exploring more complex patterns</p> <p><b>Mastering Numbers</b> Counting, cardinality and ordinality looking at stable order principle to 10. Comparison -ordinality of no's to 8 and relationship to other numbers. Composition - investigating numbers within 7 using subitising. Composition of numbers investigating numbers within 10, looking at two equal parts. Composition - noticing different attributes in groups of objects and compositions of numbers as doubles.</p>	<p><b>Counting on and counting back</b> Adding by counting on Taking away by counting back <b>Numbers to 20</b> Counting to and from 20 <b>Numerical patterns</b> Doubling</p> <p><b>Mastering Numbers</b> Counting, cardinality and ordinality developing confidence in counting strategies. Subitising- looking at doubles and when subitising can be used or counting. Composition -looking at 5 and its relation to other numbers, as 5 and a bit. Composition -reviewing numbers 6-9 and the ten-ness of 10. Comparison -relationship of 10 to other numbers.</p>	<p><b>Power Maths Numerical patterns</b> Halving and sharing Odds and evens <b>Shape</b> Composing and decomposing shapes <b>Measure</b> Volume and capacity <b>Sorting</b> Sorting into 2 groups <b>Time</b> My day</p>
Understanding the World	Talk about themselves and listen to others about their thoughts and feelings. Talk about members of the immediate family. Who lives with them- naming and describing them?	Comment on celebrations that they may do- Bonfire night, Halloween, Christmas, Diwali Listen to how others celebrate the same or other celebration.	Look at the Winter season. What do we notice and feel? How is it different from Autumn? How do we keep warm? Look at a globe and identify land and sea.	Look at objects from a birds eye view and identify them. Look at simple orienteering skills- following a simple route from cone to cone. Draw information from a simple map.	Recognise some similarities and differences between life in this country and life in other countries.- Japanese Children's day	Comment on image/ artefacts of situations and places in the past, explaining the similarities and differences. Look at a castle and how others lived then.

	<p>Explore their surroundings at school. Using their senses, what do they hear, smell, see whilst outside.</p>	<p>Discuss what is the same and different. This could be members of their own family in the past, as well as how their peers celebrate. Comment on similar situations in the past. Talk about places that are special in their community. Look at the natural world around them. What changes do they notice? What effect does Autumn have? How do you celebrate Christmas? How did your family celebrate Christmas?</p>	<p>Look at the polar regions. How is this different to where we live? Look at the RSPB birdwatch. What do they notice about the birds in their surroundings? How do they survive in the cold weather? How do penguins survive in the cold weather? What makes a bird a bird? Identify a few famous landmarks and place on the map- London. How is London different from where they live? Comment on images of objects from the past- look at how transport has changed. Ask grandparents how they travelled to school/ holidays. Discuss places that are special to people they know</p>	<p>Create own simple maps. Create a simple map from a fictional story. Create a map of where the school is and what they see on their way to school. Look at aerial views of the school. Learn name of the area they live and where the school is. Look at an aerial view of the school. Can they identify any parts of it?</p> <p>What changes do they notice? Spring/ weather. Compare to the other seasons.</p>	<p>How are Japanese children's lives similar to theirs/ how is it different? Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>What jobs are there now? Have they changed from life in a castle? Show an understanding of the past through storytelling and visiting historical areas. Compare and contrast figures from the past to the present day- look at heroes past and present, looking at fictional and non-fictional characters. Talk about bravery and kindness.</p>
Expressive Arts and Design	<p>Learn to make own paint using powder paint with primary colours. Explore making paint. Draw free shapes. Use selected materials to immerse in paint and then print with. Look at the work by Manoch Pivon. Create a face from different fruit and natural materials. Use sets of colours to create a collage. Using playdough, explore how it can be manipulated, by rolling, cutting, pinching it. Start to look at ways to combine two pieces of material together.</p> <p>Charanga Music sessions- Me! Explore the musical instruments and the sounds they make. Start to sing a range of songs and Nursery Rhymes.</p>	<p>Make own paints checking consistency. Start to draw 2D shapes, lines and continuous line movement. Use natural materials to print with. Place a painted object between two pieces of paper and use hands or roller. Use natural materials-leaves to make prints into dough or clay. Using needle and thread sew random stitches on a hessian leaf shape. Practise in and out of the material. Using playdough, start to use the skills acquired to start joining pieces together. Continue combining different materials together, exploring which adhesive works best.</p> <p>Charanga Music sessions- My Stories. Continue exploring the instruments but start to listen for rhythm.</p>	<p>Begin to learn how to mix the primary colours to make secondary colours. Start to look at how shapes combined can make a picture. Follow instructions on how to draw certain objects. Look at the artist Megan Coyle and using her technique of creating landscapes with ripped paper, collage the colours for the Antarctic. Then apply fingerprinting. Add some collage to drawings. Using playdough, start to create objects for a purpose. Start to use different materials, combining them for a purpose to make a specific model.</p> <p>Charanga Music sessions- Everyone</p>	<p>Make the paint in different textures. Use different types of paint-watercolour. Study objects and look for the shapes within them. Start to draw those shapes. Use defined lines with a pen and start to paint between the lines. Create a monoprint. Create a model using playdough/ salt dough or clay. Continue to develop making models and start to add further materials to develop detail.</p> <p>Charanga Music sessions- Our World. Use the instruments to accompany their songs, keeping rhythm and adapting the dynamics (volume). Look at following a simple musical score.</p>	<p>Draw pictures for a purpose adding colour either through mixing own paints or using watercolours/ pens/ pencils. Start to go back to a drawing/ picture and add more detail through collage or by adding pen marks. Create a model using a manipulative material and once dry add some colour. Create own models using a range of methods for a purpose. Look at the artist Chie Hitotsuyama. Create an animal from clay.</p> <p>Charanga Music sessions- Big Bear funk. Start to create their own music and songs. Start to create a simple score. Perform their song to others.</p> <p>Start to create a dance with others, reflecting on the</p>	<p>Develop own drawings using and combining the different techniques in adding colour and texture. Cut out card and create own stencil for printing a pattern. Look at patterns in the environment and on man-made items. Using clay or like material, create a shape of an object to later add to a picture. Continue making models with added detail and combining different strategies- printing/ painting/ collage.</p> <p>Charanga Music sessions- Reflect, Rewind and Replay. Create their own song and score, performing it to others after rehearsing it.</p> <p>Continue to look at creating their own dances. Look at dances (historical, cultural, heritage) working as a group, perform the dance.</p>

	<p>Role play/ Small world- re-enacting scenarios that are familiar to them.</p>	<p>Use instruments with their songs. Perform their songs.</p> <p>Look at nature and how things move. Can we move like this? Listen to music and move to the way it makes us feel.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them, learning to share and listen to others.</p>	<p>Use the instruments to accompany their songs, attempting to keep rhythm.</p> <p>Look at how our body is moving and how we can create different moods with our bodies. Move in time to music. Think how the music makes us feel.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them and re-enacting stories that are new to them, using a range of props. Starting to learn to resolve conflicts.</p>	<p>Create a dance reflecting on the music and how we feel. Think about the space we are going to use.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them and re-enacting stories that are new to them, using a range of props. Starting to learn to resolve conflicts.</p>	<p>music and feelings each one has.</p> <p>Role play/ Small world- re-enacting scenarios that are familiar to them and re-enacting stories that are new to them, using a range of props and resources. Finding ways to resolve conflicts and starting to negotiate difficulties.</p>	<p>Role play/ Small world- re-enacting scenarios that are familiar to them and re-enacting stories that are new to them, using a range of props and resources. Finding ways to resolve conflicts and starting to negotiate difficulties.</p>
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