

Brennard's Endowed Primary School

Reception Year 1 Year 2 Long Term Plan

2024 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Fundamental British Values (Ongoing)					
	<p>Democracy: making decisions together (PSED: BR, MS & SR) - Children to know their views count, value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</p> <p>Rule of law: understanding rules matter (PSED: BR, MS & SR) - Children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. Individual liberty: freedom for all (PSED: BR, MS & SR; UW: P, C & C) - Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example talking about their experiences and learning. Explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. (Link to Mindfulness)</p> <p>Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS & SR; UW: P, C & C) - Ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Importance of tolerant behaviours such as sharing and respecting other's opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping</p>					
	<p>Respects/ Diversity/ Rule of Law Respect - We value respect by showing good behaviour and polite manners. Diversity - We value diversity by respecting everyone's differences. School rules, Class rules, School Values, Behaviour in school and Positive play.</p>	<p>Mutual Respect Kindness and Diversity Responsibility - We value our responsibility within our community. Kindness - We value kindness as it helps to build friendships. Fair play, Diwali, Remembrance Day, Christmas Story, Assemblies</p>	<p>Effort and Honesty Effort - We value effort as it shows our determination to succeed. Honesty - We value honesty by always telling the truth and taking responsibility for our actions. Chinese New Year, Pancake day</p>	<p>Loyalty and Forgiveness Loyalty - We value loyalty because it means we can trust and depend on each other. Forgiveness - We value forgiveness as it shows strength of character.</p>	<p>Determination and Teamwork Determination - We value determination so we can tackle difficulties in school and in life. Team work - We value team work as together we learn.</p>	<p>Courage Courage - We value courage as taking risks helps us to become confident people. Moving to a new class – transition.</p>
Theme	Marvellous Me! Seasonal Changes in Autumn	Autumn Festivals Seasonal Changes in Winter	Magical Tales & Cold Places Seasonal Changes in Winter	Under the Sea Seasonal Changes in Spring	Growing Seasonal Changes in Spring	The Wider World! Seasonal Changes in Spring
Topic Overview	<p>Settling into school and making friends Learning daily routines Learning how to be helpful, kind, thoughtful Knowing that we are all unique and special Simple mapping of our school and the village Me and my Community – our family, our school community and local community People Who Help Us Seasonal changes in Autumn</p>	<p>Learning about celebrations during Winter and Autumn Festivals from different cultures including Bonfire Night, Diwali, Famous figures from the past – <i>Guy Fawkes</i>. Remembrance Day, Hannukah and Christmas Recognising changes in the seasons in Winter Exploring animals who hibernate in Winter Exploring darkness and light, including shadows – using torches</p>	<p>Considering new starts in the New Year Developing a love of stories Learning, retelling, dramatizing familiar traditional tales Learning about characters, settings and narratives Exploring places in the world which are cold – Polar Regions Seasonal Changes in Winter Exploring ice</p>	<p>Pirates: Real pirates in history, following pirate maps to find treasure and real shipwrecks Learning about animals that live in the sea Learning about some seaside habitats and which animals live there. Boats – floating and sinking and Archimedes Bath Seasonal Changes in Spring Easter – the story of Easter</p>	<p>Plant part names What do plants need to grow Growing beans, sunflower seeds and vegetables How does our food grow? Healthy Eating Lifecycles – caterpillar to butterfly and frogspawn to tadpole to frog. Minibeasts – where do they live, hunting for and naming some common minibeasts Seasonal Changes in Spring Art by famous artists <i>Vincent Van Gogh</i> and <i>Claude Monet</i></p>	<p>Geographical features of Clitheroe Sharing places around the world that we know from holidays and trips. Contrasting countries around the world: Weather, cultures, food and animals around the world. Animal habitats in contrasting areas. Seasonal Changes in Summer Common summer wild plant names</p>
Trips and Visits	<p>Walk and Talk Post Office and Community Walk People Who Help Us Visits (Police, Fire Service, Nurses, Vicar) Church visit – Harvest Festival</p>	<p>Walk and Talk Church visit – Christmas Father Christmas</p>	<p>Walk and Talk</p>	<p>Walk and Talk Church visit – Easter</p>	<p>Walk and Talk</p>	<p>Walk and Talk Blackpool Zoo Visit</p>

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RE Theme and Story	EYFS 1: I Am Special – Clever Cub Explores God's Creation EYFS 2: Harvest – Clever Cub Gives Thanks	EYFS 3: Special People – Clever Cub Learns to Share EYFS 4: Christmas – Clever Cub Welcomes Baby Jesus	EYFS 5: Stories Jesus Heard – Clever Cub Tells the Truth, Clever Cub Trusts God EYFS 6: Stories Jesus Told – Clever Cub Learns about Love EYFS 7: Easter – Clever Cub and the Easter Surprise	EYFS 11: Special Times	EYFS 10: Prayer – Clever Cub Sings to God	
Other Cultural Themes	Harvest	Diwali Birthdays and Christmas Remembrance Bonfire Night	Lunar New Year Mother's Day	Palm Sunday, Good Friday and Pancake Day/Shrove Tuesday Easter Sunday Ramadan Eid Al-Fitr Vaisakhi Lent Holi	Pentecost	Father's Day Eid Ul-Adha
Core and Supporting Texts A bank of familiar texts/traditional tales will be read daily to the children at story time. This will enable them to orally re-tell popular texts and stories independently.	The Colour Monster The Colour Monster Goes To School Elmer Superhero Dad My Mum Families, Families, Families Martha Maps it Out Topsy and Tim People Who Help Us stories The Jolly Postman Leaf Man Pumpkin Soup	Rama and Sita Jack Frost The Snowman The Nativity The Gingerbread Man Winter Stories	The Wish Tree The Great Race The Magic Paintbrush Various Traditional Tales Lost and Found	Goodbye Winter, Hello Spring The Night Pirates The Troll Archimedes Bath Tiddler The Singing Mermaid The Easter Story	Jack and the Baked Beanstalk Oliver's Vegetable Tadpole's Promise The Magical Garden of Claude Monet Camille and the Sunflowers The Dot From Caterpillar to Butterfly Mad About Minibeasts	Martha Maps it Out Paddington My Granny Went to Market The Naughty Bus Elephant Dance – A Journey to India Rumble in the Jungle Handa's Surprise Handa's Noisy Night The Koala Who Could
Prime Areas of Development						
Physical Development (PD)	<p>GROSS MOTOR Continuous Provision: Through access to gross motor equipment and activities outside during continuous provision, children will be: climbing up, jumping down, balancing, throwing, catching, running, skipping, jumping, They will be developing strength, balance and coordination when using large scale equipment. They will have access to trikes and climbing and balancing equipment. Through specifically planned activities and enhanced provision children will also develop gross motor skills through making large pre-writing shapes in various forms e.g. crayons, in the air with silks, with paint, shaving foam, bru — + ^ ~ × ○ □ △ ⊕</p> <p>In PE: Children will revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Children will further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>FINE MOTOR Continuous Provision: Children will have constant access to different tools to improve coordination and finger/hand strength for fine motor development, including mark making materials such as pencils, paint brushes, felt tips, fine tip pens, dabbers, other small craft tools such as scissors and hole punchers and tools such as playdough squeezers, cutters and clay tools. They will also have regularly enhanced fine motor provision which includes necessity to squeeze and press and coordinate, including use of tweezers, pipettes, threading beads, pegging, cutting and much more.</p>					
GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills. Using large scale equipment in continuous provision. FINE MOTOR Children will be:	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills. Using large scale equipment in continuous provision. FINE MOTOR	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills. Using large scale equipment in continuous provision. FINE MOTOR	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills, progressing towards a more fluent style of moving, with developing control and grace.	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills, further developing and refining a range of ball skills including: throwing,	Gross Motor Skills ELG: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing;	

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	<p>Manipulating playdough during Dough Disco Making large and small movements with silks and mark making materials during Squiggle While You Wiggle. Using small tools as stated above during continuous provision. Learning to mark make simple drawings</p> <p>Year 1 – PE PROGRESSION SCHEME</p>	<p>Children will be: Manipulating playdough during Dough Disco Making large and small movements with silks and mark making materials during Squiggle While You Wiggle. Holding a pencil to write their name and begin to form taught letters. Using small tools as stated above during continuous provision. Using tools on our wood work bench such as hammers, screwdrivers. Learning to mark make simple drawings</p>	<p>Children will be: Working on correct pencil grip Developing correct technique when handwriting, working through letter families including ladder letters, curly caterpillar letters and robot arm letters. Using small tools as stated above during continuous provision. Learning to mark make simple drawings</p>	<p>Using large scale equipment in continuous provision. FINE MOTOR Children will be: Working on correct pencil grip Developing correct technique when handwriting, working through letter families including ladder letters, curly caterpillar letters and robot arm letters. Using small tools as stated above during continuous provision. Learning to mark make simple drawings</p>	<p>catching, kicking, passing, batting, and aiming. Using large scale equipment in continuous provision. FINE MOTOR Children will be: Working on correct pencil grip Developing correct technique when handwriting, working through letter families including ladder letters, curly caterpillar letters and robot arm letters. Using small tools as stated above during continuous provision. Learning to mark make simple drawings.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>
<p>Ongoing throughout the year - Know and talk about the different factors that support overall health and wellbeing:- regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian -Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes - personal hygiene.</p>						
<p>Personal, Social and Emotional Development (PSED)</p>	<p>PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p> <p>Self Regulation -See themselves as a valuable individual. -Identify and moderate their own feelings socially and emotionally.</p> <p>Self-Regulation ELG Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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.</p> <p>Managing Self -Manage their own needs. -Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge.</p> <p>Managing Self ELG Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships -Build constructive and respectful relationships. -Think about the perspectives of others.</p> <p>Building Relationships ELG Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>					

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<p>PHSE Coram</p>	<p>All About Me Bouncing Back Changes Kindness and Caring Listening to my Feelings My Feelings</p>	<p>Different Families and Homes Keeping my Body Safe</p>	<p>Looking after Money My Special People People Who Help Keep me Safe</p>	<p>Caring for my Environment Life Stages</p>	<p>Changing Bodies Exercise and Sleep Healthy Eating Looking After myself and my Friends</p>	<p>Same and Different</p>
<p>Communication and Language (C&L) English</p>	<p>All aspects of developing Communication and Language are considered throughout daily classroom practice, continuous provision, group time, Guided Reading sessions and weekly directed learning. Observations, next steps and target setting support the development of individual pupils. Interventions such as the Wellcomm programme and differentiated group times are designed to support children who are not making a good level of development.</p> <p>Listening, Attention and Understanding: Understand how to listen carefully and why listening is important. Learn new vocabulary. -Ask questions to find out more and to check they understand what has been said to them -Connect one idea or action to another using a range of connectives. -Engage in story times -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listening, Attention and Understanding ELG Children at the expected level of development will: 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking -Learn new vocabulary Use new vocabulary through the day -Articulate their ideas and thoughts in well-formed sentences. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases -Use new vocabulary in different contexts.</p> <p>Speaking ELG Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 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.</p>					
	<p>Talk about their likes/dislikes. Talk about themselves and their family Speak in a full sentence Listening and Attention Focus on an activity for a short period of time.</p>	<p>Speaking skills. Use language to communicate and explain how they are feeling and what they want to do. Talk in simple sentences</p>	<p>Listen and respond to stories with increasing attention.</p>	<p>Following instructions and recalling instructions given. Listen and respond to peers and adults.</p>	<p>Speaking skills. Organise talk and sequence ideas together to express opinions about their interests.</p>	<p>Answering 'how' and 'why' questions. Listen to others opinions.</p>

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Specific Areas of Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Red Rose Phonics	<p>Phase 2 Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW</p> <p>Phase 3 Year 1 Phase 3 The children will build on from phase 2 Learn single letter graphemes , diagraphs and trigraphs Reading and spelling tricky words Segment and blend CVCC,CCVC and CCVCC words</p>	<p>Phase 2 Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW.</p> <p>Phase 4 Year 1 Phase 3 The children will build on from phase 3 Learn single letter graphemes , diagraphs and trigraphs Reading and spelling tricky words Segment and blend CVCC,CCVC and CCVCC words</p>	<p>Phase 3 Learning graphemes. Segmenting and blending phase 3 words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW.</p> <p>Phase 4 Year 1 Phase 3 The children will build on from phase 3 Learn single letter graphemes , diagraphs and trigraphs Reading and spelling tricky words Segment and blend CVCC,CCVC and CCVCC words</p>	<p>Phase 3 Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge.</p> <p>Phase 5 Move onto phase 5 to consolidate phase 4, using and applying strategies.</p>	<p>Phase 3 Consolidation Re-capping what has been taught. Using and applying strategies through reading and writing.</p> <p>Phase 5 Move onto phase 4 to consolidate phase 3, using and applying strategies.</p>	<p>Phase 4 Move onto phase 4 to consolidate phase 3, using and applying strategies.</p> <p>Word Reading ELG Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Year 1 Fast Track phonics programme / Phase 5</p>
Literacy Comprehension Lancashire LPDS LAPS	<p>Listen to stories or information that has been read to them. Recite simple rhymes. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images. Look closely at the illustrations to develop understanding of a story. Activate knowledge linked to own experiences, e.g. tell me about your family. Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes. Use recently introduced vocabulary appropriately during discussions. Say how they feel about stories.</p> <p>Year 1 Stories by the same Author</p>	<p>All of the Autumn 1 coverage plus: Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. Recite simple <i>rhymes and songs</i>. Respond to questions using who and what linked to texts and illustrations. Identify the main characters in stories. Explore what a character might say. Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories in their own words. Role play stories using simple props and recently introduced vocabulary.</p> <p>Year 1 Traditional Tales Listen to a range of texts (traditional tales) at a level</p>	<p>All of the Autumn 2 coverage plus: Respond to questions using who, what <i>and where</i> linked to texts and illustrations. Respond to questions about how <i>and why</i> something is happening. Identify <i>and describe</i> the main characters in stories. Explore what a character might say <i>or feel</i>. Discuss specific information in non-fiction texts e.g. labels, images, <i>captions and contents pages</i>.</p> <p>Year 1 Traditional Tales Listen to a range of texts (traditional tales) at a level</p>	<p>All of the Spring 1 coverage plus: Recite <i>a range of</i> simple rhymes and songs. Respond to questions using who, what where and <i>when</i> linked to texts and illustrations. Say how they feel about stories., <i>rhymes, songs and non-fiction</i>.</p> <p>Year 1 Non Fiction Recall specific information in texts.</p>	<p>All of the Spring 2 coverage plus: Recite a range of simple rhymes, songs <i>and poems</i>. Discuss specific information in non-fiction texts e.g. labels, images, captions, contents pages and <i>glossary</i>. Identify, discuss and sequence the main events in stories.</p> <p>Year 1 Instructions Listen to a range of instructions. Recall specific information in texts.</p>	<p>All of the Summer 1 coverage plus: Say how they feel about stories., rhymes, songs, non-fiction <i>and poems</i>.</p> <p>Comprehension ELG Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Year 1 Stories with repetitive patterns Make predictions based on what has been read so far. Identify and discuss the main events in stories.</p>

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<p>Making predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Relate texts to own experiences. Retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done.</p> <p>Non Chronological Reports Recall specific information in texts. Introduce and discuss key vocabulary. Activate prior knowledge Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others. Use simple connectives to link ideas e.g. and. Identify and use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features.</p> <p>Poems on a Theme</p> <p>Listening to a range of poems at a level beyond at which they can read independently. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Giving opinions and supporting with reasons.</p>	<p>beyond that at which they can read independently. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge when reading. Use patterns and repetition to support oral retelling. Retelling familiar stories in a range of contexts e.g. small world, role play, storytelling. Give opinions and supporting with reasons.</p> <p>Year 1 Recounts</p> <p>Listen to a range of non-fiction (recounts). Listen to others. Activate prior knowledge. Recall specific information in texts. Relate texts to own experiences. Discuss key vocabulary. Check that texts make sense while reading and self-correcting. Read aloud texts using that are consistent with their developing phonic knowledge. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p>	<p>beyond that at which they can read independently. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge when reading. Use patterns and repetition to support oral retelling. Retelling familiar stories in a range of contexts e.g. small world, role play, storytelling. Give opinions and supporting with reasons.</p> <p>Year 1 Stories with Familiar Settings</p> <p>Make predictions based on what has been read so far. Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done. Read words containing -s, -es, -ing and -ed endings. Split two and three syllable words into the separate syllables to support blending for reading.</p>	<p>Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Activate prior knowledge e.g. what do you know about camping/the park/our school grounds etc? Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</p> <p>Year 1 Traditional Rhymes</p> <p>Listen to a range of poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary. Listen to what others say.</p>	<p>Introduce and discuss key vocabulary. Check that texts make sense while reading and self-correcting. Listen to others. Take turns. Explain clearly their understanding of what is read to them. Read aloud accurately texts that are consistent with their developing phonic knowledge.</p> <p>. Year 1 Poems on a theme</p> <p>Listen to a range of poems at a level beyond at which they can read independently. Make personal reading choices and explain reasons for their choice. Recognise and join in with language patterns and repetition. Read words containing -ed endings. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Give opinions and supporting with reasons.</p>	<p>Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for their choice. Retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Make basic inferences about what is being said and done.</p> <p>Year 1 Information Book</p> <p>Recall specific information in texts. Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why</p>
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<p>Literacy</p> <p>Writing</p>	<p>Writing Write own name Identify and write initial sounds Segment orally VC and CVC words. Write some simple CVC or VC words. Write some High Frequency Words</p> <p>Year 1 Stories by the same Author</p> <p>Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Non Chronological Reports</p> <p>Recall specific information in texts. Introduce and discuss key vocabulary. Activate prior knowledge e.g. what do you know about this animal? Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when and why. Write simple sentences that can be read by themselves and others. Use simple connectives to link ideas e.g. and. Identify and use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features.</p> <p>Poetry Orally plan and rehearse ideas. Write poems with simple structures. Plurals – adding s to nouns.</p>	<p>Writing Write own name Identify and write initial sounds Segment orally VC and CVC words. Write some simple CVC or VC words. Write some High Frequency Words Begin to record simple captions and labels using dominant sounds.</p> <p>Year 1 Traditional Tales</p> <p>Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use simple connectives to link ideas e.g. and, but, or, so. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p>Year 1 Recounts</p> <p>Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Use capital letter for the personal pronoun 'I'. Use capital letters for people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text features e.g. recounts. Read aloud their writing to adults and peers.</p>	<p>Writing Write VC, CVC words. Write simple captions and labels using phase 2/3 sounds. Use recognisable letters when writing. Begin to write for a purpose, sequencing ideas together.</p> <p>Year 1 Traditional Tales</p> <p>Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Use simple connectives to link ideas e.g. and, but, or, so. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p>Year 1 Stories with familiar Settings</p> <p>Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Add suffixes to verbs where no spelling change is needed to the root word, e.g. help – helping, camp – camping, think-thinking etc. Identify and use question marks. Use simple joining words to link ideas e.g. and. Use familiar plots for structuring the opening, middle and end of their stories. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.</p>	<p>Writing – Write VC, CVC words. Write simple captions and labels using phase 2/3 sounds. Begin to write for a purpose, sequencing ideas together. Use mostly correctly formed letters when writing. Consider key features in writing such as finger spaces. Re-read what they have written to check that it makes sense.</p> <p>Year 1 Non Fiction</p> <p>Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Use question marks. Re-read every sentence to check it makes sense. Use simple joining words to link ideas e.g. and etc. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers</p> <p>Year 1 Traditional Rhymes</p> <p>Orally plan and rehearse ideas. Write poems with simple structures. Write simple sentences that can be read by themselves and others. Use capital letters for names of people. Separate words with finger spaces. Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers.</p>	<p>Writing Use Phase 2 and 3 graphemes to segment and write sentences, both dictated and own ideas. Consider key features in writing such as finger spaces, capital letter and full stop. Use mostly correctly formed letters when writing. Re-read what they have written to check that it makes sense.</p> <p>Year 1 Instructions</p> <p>Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas in order. Write in different forms with simple text features e.g. instructions. Read aloud their writing to adults and peers.</p> <p>Year 1 Poems on a theme</p> <p>Orally plan and rehearse ideas. Write poems with simple structures. Read aloud their writing to adults and peers. Separate words with finger spaces. Add suffixes to verbs where no spelling change is needed to the root word e.g. help – helped</p>	<p>Children begin to include detail in what they write and can read what they have recorded unaided.</p> <p>Writing ELG Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others</p> <p>Year 1 Stories with Repetitive patterns</p> <p>Use question marks. Use capital letters for names of people. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Separate words with finger spaces. Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Year 1 Information Book</p> <p>Write simple sentences that can be read by themselves and others. Use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths</p> <p>White Rose Maths</p>	<p>Routines – days of the week, date, first, next, after</p> <p>Matching objects. Sorting objects. Comparing amounts. Counting out loud. Comparing size, mass and capacity. Making simple patterns.</p> <p>Year 1 Maths Sorting Counting Recognising numbers Representing numbers 1 more 1 less Counting on Counting backwards</p>	<p>Composition of 1,2,3. Representing and comparing 1,2,3. Understanding equal and not equal. Addition within 3. Introduce and explore 4 and 5. Shapes – circles, triangles, squares, rectangles. Positional Language. Subtraction within 5. 1 more/1 less within 5. Time – night and day.</p>	<p>Introducing 0. Comparing numbers to 5. Composition of 4 and 5. Making pairs. Addition and subtraction (one more one less) Measuring and comparing mass and capacity. Introducing 6,7,8. Counting, subitising, comparing, composition of 6,7,8. Combining two groups and adding more. Subitising on a dice. Doubles. Describing and comparing length and height. Time – Days of the week.</p>	<p>Composition of, sorting, comparing 9 and 10. Ordering numbers. Partitioning and combining (as inverse) Counting forwards and backwards. Rhymes to 10. Bonds to 10 3D shape names and properties (curved, flat) Patterns.</p>	<p>Number patterns to 20. Visual representations of numbers to 20. Beyond 20 on tens frame. Using number lines to count. Ordering numbers and identifying missing numbers. Estimating Adding more Taking away Matching, rotating and manipulating shape. Composing and decomposing shapes</p>	<p>Doubling Sharing and grouping Odd and Even Replicating models and patterns Problem solving Investigating links between number and shapes Map work Revisiting previous learning</p> <p>Number ELG Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5 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.</p> <p>Numerical Patterns ELG Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

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<p>Understanding the World (UW)</p>	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Talk about family and people in both school community and outer community - Location of school within community, including aerial view and mapping - Visits within the community - Visit to church for Harvest festival <p>Past and Present:</p> <ul style="list-style-type: none"> - Children know that we change as we grow and that the time when we were babies is in the past, using photographs from their past. <p>The Natural World</p> <ul style="list-style-type: none"> - Children know about similarities, differences, pattern and change in relation to people. - Using senses when exploring outside (see, hear and feel) including experiencing different weather conditions. - Talk about changes in autumn – leaves changing colour and falling from trees. - Noticing the different weather daily including cooler in Autumn. <p>Year 1 Geography –</p> <p>Locational Knowledge Where in the world are we ? Name and locate the world's the seven continents and five oceans.</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: land, sea, ocean, season and weather. Key human features, including: city, town, village.</p> <p>Mapping</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> - Showing awareness of differences and similarities between groups from around the world including looking at multicultural festivals of light including Diwali. - Learn about Diwali as a Hindu festival, including the story of Rama and Sita. - Children attend church service for Christmas. Children learn that Christmas is a special event from the Christian Bible. <p>Past and Present:</p> <ul style="list-style-type: none"> - Children learn about <i>Guy Fawkes</i> and the story of the Gunpowder Plot. - Children remember those lost in WW1 and WW2 during learning about remembrance day. - Compare and contrast characters from stories, including figures from the past. <p>The Natural World:</p> <ul style="list-style-type: none"> - Talk about changes in autumn (that they see, hear, feel when outside) – evergreen vs deciduous trees and their changes during seasons. - Notice changes in weather from Autumn to Winter. - Children name some UK animals which hibernate - Children explore with torches to make different shadows and colours <p>Year 1 History</p> <p>Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now). Placing a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up).</p>	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Children draw simple maps of imaginary settings from stories they know well e.g. Three Billy Goats Gruff - Children note changes in the weather and season. (Winter) - Children discuss the features of contrasting cold places (Arctic and Antarctic) - Children recognise some similarities and differences between life in this country and life in the Arctic/Antarctic. - Children learn about Lunar New Year celebrations. <p>Past and Present:</p> <ul style="list-style-type: none"> - Children learn about celebrations such as Eid and Lunar New Year - Children compare and contrast characters from traditional tales and stories and know these were set in the past. Children discuss how their lifestyle compares to ours (past vs present). <p>The Natural World:</p> <ul style="list-style-type: none"> - Share stories which explore materials such as The Three Little Pig's houses and The Princess and the Pea's bed. - Children talk about changes in the weather and environment in winter, discussing what they see/feel/hear when outside. - Children talk about animals which live in cold places (while looking at Arctic/Antarctic). - Children explore the properties of ice and changing states of matter. <p>Year 1 Geography</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer key physical and human features.</p> <p>Mapping</p>	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Children talk about animals that live by the sea and in the sea. - Children draw simple maps of imaginary settings from stories they know well e.g. The Troll - Children draw information from simple maps, follow maps and make maps from 3D representations. - Children learn about special cultural and religious celebrations including Easter and Holi <p>Past and Present:</p> <ul style="list-style-type: none"> - Children learn that pirates were real and learn about some famous pirates (including <i>Blackbeard</i>) - Children discover some old, real shipwrecks such as the Titanic. <p>The Natural World:</p> <ul style="list-style-type: none"> - Exploring floating and sinking and creating objects which float (sorting floating and sinking objects), and creating own floating objects), and considering the effect of adding weight (like passengers!) to the buoyancy of boats. - Children learn about the famous scientist <i>Archimedes</i> through the story Mr Archimedes Bath. - Children learn about seasonal changes in Spring, including naming Spring flowers <p>Year 1 Science</p> <p>Plants: Common Names and Basic Structure Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Pupils should use the local environment throughout the</p>	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Making simple maps of our outdoor environment and garden. - Children learn about Eid as a celebration for Muslim people within our community. <p>Past and Present:</p> <ul style="list-style-type: none"> - Children learn about significant figures from the past and present linked to art, such as Vincent Van Gogh. <p>The Natural World:</p> <ul style="list-style-type: none"> - Children describe their environment, focusing on new Spring/Summer environmental changes (flowers, buds). - Name parts of a plant. - Know what a plant needs to grow. - Know about the life cycle of a butterfly. - Learn to care for the natural environment and all living things. - Know the food items which are grown. - Explore the features of our school environment. Take photographs and draw pictures of plants and animals. <p>Year 1 History</p> <p>Chronology Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present. Identifying some similarities and differences between their own present and aspects of the past. Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). Show their developing knowledge and understanding of the past by: Recognising the distinction between present and past in</p>	<p>Cultures, People and Communities:</p> <ul style="list-style-type: none"> - Children describe their immediate environment – learning about Clitheroe and features of our town. - Children compare contrasting environments, sharing photographs of holiday locations and their own experiences. - Children consider cultural and lifestyle differences in different countries around the world. - Children learn how to look after their local environment, including recycling and litter picking (on school grounds). <p>Past and Present:</p> <ul style="list-style-type: none"> - Children to compare images from the past of local significance including Clitheroe castle and town. <p>The Natural World:</p> <ul style="list-style-type: none"> - Children describe their environment, focusing on new Spring/Summer environmental changes (flowers). - Children learn about animals in other countries. - Children explore water and it's states, what happens to it over time, what happens when colours are splashed on to it, what happens when salt is added to it etc. <p>Past and Present ELG 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;</p> <p>People Culture and Communities ELG Describe 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.</p> <p>The Natural World ELG</p>
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<p>Use a range of maps and globes (including picture maps) at different scales. Know that maps give information about places in the world (where/what?). Locate land and sea on maps.</p> <p>Enquiry and Investigation Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world. Recognise differences between their own and others' lives.</p> <p>Communication Speak and write about, draw, observe and describe simple geographical concepts. Use basic geographical vocabulary.</p> <p>Use of ICT/Technology Use simple electronic globes/maps. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</p> <p>Year 1 Science</p> <p>Animals – in our locality Other Animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). Find out and describe how animals look different to one another. Group together animals according to their different features. Recognise similarities between animals: structure: head, body, way of moving, senses, body covering, tail. Animals have senses to explore the world around them and to help them to survive. Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.</p>	<p>Show their developing knowledge and understanding of the past by: Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past)</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. Use simple stories and other sources to show that they know and understand key features of events – especially when recalling personal events.</p> <p>Communication To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). Understand historical concepts and use them to make simple connections and draw contrasts (e.g. birthdays present and past).</p> <p>Enquiry, Interpretation and Using Sources Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.</p>	<p>Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Use large scale maps and aerial photos of the school and local area Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols with a map key. Know that symbols mean something on maps. Look down on objects and make a plan e.g. of the classroom or playground.</p> <p>Fieldwork Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW).</p> <p>Year 1 Science</p> <p>Key Learning Material Properties – Everyday Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock (and brick, paper and cardboard).</p>	<p>year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Pupils Might Work Scientifically By observing closely, perhaps using magnifying glasses. By comparing and contrasting familiar plants. By describing how they were able to identify and group them. By drawing diagrams showing the parts of different plants including trees. By keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. By comparing and contrasting what they have found out about different plants.</p>	<p>their own and other people's lives. Identifying some similarities and differences between ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</p> <p>Events, People and Changes To tell the difference between past and present in their own and other people's lives by: Using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events.</p> <p>Communication To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). Understand historical concepts and use them to make simple connections and draw contrasts. Enquiry, Interpretation and Using Sources Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. Identify some of the basic ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</p>	<p>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</p> <p>Year 1 Science</p> <p>Animals – Animal Survival and Growth (Humans) Notice that humans have offspring which grow into adults. Find out about and describe the basic needs of humans, for survival (water, food and air).</p> <p>Health – How we Grow and Stay Healthy Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Medicines can be useful when we are ill. Medicines can be harmful if not used properly.</p> <p>Children should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the process of reproduction and growth in animals [humans]. The focus at this stage should be on questions that help children to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Children Might Work Scientifically By observing, through video or first-hand observation and measurement, how humans grow. By recording their findings using charts.</p>
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	<p>Animals are alive; they move, feed, grow, use their senses and reproduce.</p>		<p>Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p> <p>Pupils Might Work Scientifically By performing simple tests to explore questions, for example, what is the best material for: an umbrella? lining a dog basket? curtains? a bookshelf? a gymnast's leotard?</p>			<p>By asking questions about what things animals [humans] need for survival and what humans need to stay healthy. By suggesting ways to find answers to their questions.</p>
<p>Expressive Arts and Design (EAD)</p>	<p>Creating with materials -Create collaboratively, sharing ideas, resources and skills.</p> <p>Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Being Imaginative – Music focus Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Being Imaginative – use other cultures / hot and cold to Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Watch and talk about dance and performance art,</p>	<p>Creating with Materials - Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Teach children different techniques for joining</p>	<p>Painting supertato Making super veg Designing prison/escape Printing with veg Butterfly paintings Butterfly print/symmetry Using natural materials to create pictures.</p>	<p>Creating with Materials ELG 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;</p>

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<p>- Develop storylines in their pretend play.</p> <p>Self-Portraits Stick man/Saws Autumnal painting – colour mixing Singing lots of songs and familiarising children with regular singing. Leaf rubbings Sand and Water Mud Nursery rhymes Music man instruments Role play Music and emotion Junk modelling Woodwork, drill, hammer</p> <p>Year 1 Drawing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Observe and draw shapes from observations. Invent new shapes (e.g. icebergs). Investigate tone by drawing light/dark lines, light/dark shapes.</p> <p>Painting Use a variety different brush sizes and types. Mix and match colours to objects. Work on different scales. Name different types of paint and their properties; e.g. watercolours/ready mix. Identify primary and secondary colours by name. Mix primary shades and tones.</p> <p>3-d Clay Manipulate malleable materials in a variety of ways including rolling and kneading. Manipulate malleable materials to make a sculpture. Change the surface of a malleable material. Understand the safety and basic care of materials and tools.</p> <p>Evaluating</p>	<p>- Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups Bonfire night paints and textures. Christmas cards Calendars Christmas craft, cards and decorations.</p> <p>Firework sounds/instruments Act out Guy Fawkes Fork scratch hedgehogs Pumpkin paint Christmas songs Using role-play to act out Hot colours/cold colours Snowflake cutting Snowflake Printing Snowmen collage Snowmen bottles ICT Rudolph Christmas crowns Christmas cards Painting with ice Ice sculptures Charcoal Glass paint</p> <p>Year 1</p> <p>Drawing Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. Observe and draw shapes from observations. Invent new shapes (e.g. icebergs). Investigate tone by drawing light/dark lines, light/dark shapes.</p> <p>Painting Use a variety different brush sizes and types. Mix and match colours to objects. Work on different scales. Name different types of paint and their properties; e.g. watercolours/ready mix.</p>	<p>expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups. (Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.)</p> <p>Winter art – using wax crayons and watercolours Winter collages Story characters Dough biscuits Mother's Day cards Feltmaking Dance/Chinese dragon</p>	<p>materials, such as how to use adhesive tape and different sorts of glue).</p> <p>Easter craft Splatter for Holi Scale and collaboration print colour mixing photography</p>	<p>Bubble print Woodwork frogs</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG 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>Fingerpuppets sewing Joining Design and make process Collage Levers Scale mosque architecture Colour matching</p>
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	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.	Identify primary and secondary colours by name. Mix primary shades and tones. 3-d Clay Manipulate malleable materials in a variety of ways including rolling and kneading. Manipulate malleable materials to make a sculpture.				
EAD Music	Charanga Me! - Children listen and respond to pieces of music or songs in different styles, moving to the music. - Children explore and create using voices and instruments considering pulse, rhythm and pitch - Children sing nursery rhymes and action songs - Children share and perform	Charanga My Stories - Children listen and respond to pieces of music or songs in different styles, moving to the music. - Children explore and create using voices and instruments considering pulse, rhythm and pitch - Children sing nursery rhymes and action songs - Children share and perform	Charanga Everyone - Children listen and respond to pieces of music or songs in different styles, moving to the music. - Children explore and create using voices and instruments considering pulse, rhythm and pitch - Children sing nursery rhymes and action songs - Children share and perform	Charanga Our World - Children listen and respond to pieces of music or songs in different styles, moving to the music. - Children explore and create using voices and instruments considering pulse, rhythm and pitch - Children sing nursery rhymes and action songs - Children share and perform	Charanga Big Bear Funk - Children listen and appraise interrelated dimensions of music through singing, improvising and playing instruments - Children perform and share	Charanga Reflect, Rewind and Replay - A consolidation of the year's work - Children prepare for a performance - Children look at the history of music.
ICT	Ongoing as appropriate: ICT whiteboard games, ipad games, taking photographs, using search (adult), drawing apps, writing apps, Google streetview, Google Earth, Youtube videos, maps, music, dance, programmable toys. All with an emphasis on keeping safe online					

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Parental engagement	Visit our classroom Stay for Lunch Send wow cards and photos Macmillan coffee morning Learning journey share Weekly email Autumn Outdoor Family Challenges	Parent meetings Learning journey share Send wow cards and photos Weekly email Winter Outdoor Family Challenges	Learning journey share Send wow cards and photos Weekly email	Learning journey share Send wow cards and photos Weekly email Spring Outdoor Family Challenges	Parent meetings Learning journey share Send wow cards and photos Weekly email Summer Outdoor Family Challenges	Transition meetings / home visits Come and Play Reports Weekly email
Assessment	My baseline assessments Gov baseline assessments Phonics tracking	My tracker Pupil Progress meetings		My tracker Pupil Progress meetings	EYFS Profile Data analysis Moderation	My Tracker Pupil progress meetings Year 1 teacher meeting