



Whiteshill Primary School  
 Willow Class Long Term Plan  
 Overview of 7 Areas of Learning

	Autumn 1 Me, Myself & I	Autumn 2 Celebrations	Spring 1 Discovery	Spring 2 Discovery	Summer 1 Amazing Earth	Summer 2 Amazing Earth
<b>Special Days and Celebrations</b>  <b>Community Events and Involvement</b>	Halloween Harvest Festival (Oct 3 <sup>rd</sup> ) Healthy Eating week National Poetry Day Black History Month Where we live – walk around village Visit local shop. Toys – now & then. Exploring toys from the past.	Bonfire Night Nov (5 <sup>th</sup> November) Remembrance Day (11 <sup>th</sup> Nov) Diwali (4 <sup>th</sup> November) Children in Need Hanukkah (28 <sup>th</sup> November) Christmas 25 <sup>th</sup> Dec Nativity	Big Garden Birdwatch Chinese NY (12 <sup>th</sup> February) Valentine's Day 14 <sup>th</sup> Feb Make Valentine's Day cards Chinese New Year mini role-play area?	Shrove Lent St David's Day – 1 <sup>st</sup> March World Book St Patricks Day Mother's Day Passover Easter (Sunday 17 <sup>th</sup> April) Make pancakes Make Mother's Day Cards	St Georges Day- Ramadan VE DAY D-Day World Oceans Day	Father's Day Olympics Make Father's Day Cards Trip to Bristol aquarium? End of year party.

<p><b>Writing Key Focus Texts</b></p>	<p>Nursery Rhymes &amp; Traditional Tales</p> <p>- Focus traditional tale - Goldilocks and the three bears</p>	<p>Scarecrow’s Wedding by Julia Donaldson</p> <p>The Jolly Christmas Postman by Janet and Allan Ahlberg</p>	<p>Whatever Next by Jill Murphy</p> <p>The Paper Bag Princess by Robert Munch</p>	<p>The Gingerbread Man (Traditional Tale)</p> <p>Katie Morag Island Stories by Mairi Hedderwick</p>	<p>Jack and the Beanstalk (Traditional Tale)</p>	<p>The Hungry Caterpillar by Eric Carle – Explanation of a butterfly life cycle</p> <p>Handa’s Surprise by Eileen Browne – Writing their own short story</p>
<p><b>Reading Key Focus Texts</b></p>	<p>Nursery Rhyme Books Nursery Rhyme Sets</p> <p>Pete the Cat – Rocking in my school by Eric Litwin</p> <p>All are welcome by Alexandra Penfold</p> <p>Pumpkin Soup by Helen Cooper</p>	<p>Rama &amp; Sita by Malachy Doyle</p> <p>Lighting the lamp - A Diwali Story (Twinkl)</p> <p>Winter Sleep by Sean Taylor</p> <p>Fox in the dark by Alison Green</p> <p>Cinderella (Traditional Tale)</p>	<p>Goodnight Spaceman by Michelle Robinson</p> <p>The Smeds and the Smoos by Julia Donaldson</p> <p>The Kiss that Missed by David Mellings</p> <p>The Runaway Wok by Ying Chang Compestine</p> <p>Peepo by Allan Ahlberg</p>	<p>The Night pirates by Peter Harris</p> <p>What the Ladybird Heard by Julia Donaldson</p> <p>We’re Going on an Egg Hunt by Laura Hughes</p> <p>Five little Easter Bunnies by Martha Mumford</p> <p>The Storm Whale by Benji Davies</p>	<p>Tidy by Emily Gravett</p> <p>Oliver’s Vegetables by Vivian French</p> <p>The Tiny Seed by Eric Carle</p> <p>Tree: Seasons Come, Seasons Go by Patricia Hegarty</p>	<p>Somebody Swallowed Stanley by Sarah Roberts</p> <p>Mad about Minibeasts by Giles Andreae</p> <p>The Very Busy Spider by Eric Carle</p> <p>Old Mikamba had a farm by Rachel Isadora</p>
<p><b>C&amp;L</b></p> <p>C&amp;L is developed throughout the year through high quality interactions, daily</p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					

<p>group discussions, sharing circles, PSED times, stories, singing, speech and language interventions.</p> <p>Daily story time using high quality texts.</p>	<p><b>Welcome to EYFS</b></p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Talk boost intervention Model talk routines through the day. For example, arriving in school: "Good morning, how are you?") Learn rhymes, poems and songs.</p>	<p><b>Tell me a story!</b></p> <p>Develop vocabulary through guided reading/story sessions. Discovering Passions Tell me a story - retelling stories: story language Listening and responding to stories. Following instructions Taking part in discussion. Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. I can explain how toys from the past are similar or different to the toys we have today.</p>	<p><b>Tell me about differences!</b></p> <p>I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Talk Boost sessions &amp; interventions.</p>	<p><b>Explain to me!</b></p> <p>Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories /helicopter stories I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more.</p>	<p><b>Describe to Me!</b></p> <p>I can name and sort a range of living things. I am able to talk about and describe different habitats. I can engage in meaningful conversations with others. I can talk about the setting, characters and the structure of the story with confidence. I am able to use conjunctions to extend my sentences.</p>	<p><b>Recount an Event!</b></p> <p>I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction I can describe events in some detail: farm trip, articulate a life cycle.</p>
<p><b>PSED</b> <b>Self-Regulation</b></p>	<p>I see myself as a valuable individual.</p>	<p>I can identify and moderate my own</p>	<p>I show resilience and perseverance in the face of challenge.</p>	<p>Identify and moderate my own feelings</p>	<p>Show an understanding of my own feelings and</p>	<p>Set and work towards simple goals.</p>

	Explain the reasons for rules, know right from wrong and try to behave accordingly.	feelings socially and emotionally. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Give focused attention to what the teacher says, responding appropriately.	socially and emotionally.	begin to regulate my behaviour accordingly. Be able to wait for what I want and control my 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.
<b>Managing Self</b>	I can manage my own needs -Use the toilet independently. -Wash hands independently. -Take coat off and put it on. -Follow a simple instruction as part of a group. -Join in an activity when invited by an adult.	I can express my feelings and consider the feelings of others	I can manage my own needs. -Dress and undress for PE independently. -Discuss sensible choices. -Understand and discuss consequences of our behaviour. -Persevere when something is challenging.	Know and talk about the different factors that support their overall health and wellbeing: • healthy eating • toothbrushing	Know and talk about the different factors that support their overall health and wellbeing: • healthy eating • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating
<b>Building Relationships</b>	I can build constructive and respectful relationships.	I can think about the perspectives of others. Form positive attachments to adults and friendships with peers.	Work and play cooperatively and take turns with others.	Show sensitivity to my own and to others' needs.		
<b>PD Fine Motor</b>	<b>Develop small motor skills so that they can use a range of tools competently, safely, and confidently.</b> Suggested tools:	Develop pencil grip and learn to hold a pencil effectively in preparation for fluent writing.	Use a range of small tools, including scissors, paintbrushes and cutlery. Cut along a straight line with scissors.	Hold a paintbrush with a tripod grip and control. Form letters correctly Develop pencil grip	Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle.	Form lower- and upper-case letters correctly, including directionality.

	<p>pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p>	<p>Children using the tripod grip in almost all cases.</p> <p>Manipulating malleable materials such as clay or playdough using fingers/hands and simple tools.</p>	<p>Begin to show accuracy and care when drawing</p>	<p>and letter formation continually. Use one hand consistently for fine motor tasks Start to cut along a curved line, like a circle</p>	<p>Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego.</p>	<p>Confidently use a range of tools, such as scissors, paintbrushes, cutlery and pencils.</p>
<p><b>Gross Motor</b></p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Develop strength, balance and coordination when playing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>	<p>Be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Gymnastics Balance Core muscle strength Jumping and landing Awareness of space</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop dance skills. Be able to move energetically Copy basic actions Move to music Negotiate space</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Sports Day</p> <p>Bike Sessions. Developing balance, co-ordination and strength.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>

<b>Maths Number</b>	<ul style="list-style-type: none"> <li>*Count objects, actions and sounds.</li> <li>*Subitise</li> <li>*Match.</li> <li>*Sort</li> <li>*Compare amounts.</li> </ul>	<ul style="list-style-type: none"> <li>*Representing 1, 2, 3</li> <li>*Comparing 1,2, 3</li> <li>*Composition 1, 2, 3</li> <li>*Four</li> <li>*Five</li> <li>*One more &amp; one less</li> <li>*Subitise up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>*Introducing zero</li> <li>*Comparing numbers to 5</li> <li>*Composition of 4 and 5</li> <li>*6, 7 and 8</li> <li>* <i>Automatically recall number bonds to 5 (including subtraction facts)</i></li> </ul>	<ul style="list-style-type: none"> <li>*Making pairs</li> <li>*Combining 2 groups.</li> <li>*9 and 10</li> <li>*Comparing numbers to 10.</li> <li>*Bonds to 10.</li> </ul>	<ul style="list-style-type: none"> <li>*Consolidating key skills.</li> <li>*Building numbers beyond 10.</li> <li>*Counting patterns beyond 10.</li> <li>*Adding more</li> <li>*Taking away</li> <li>* <i>Automatically recall number bonds to 10</i></li> </ul>	<ul style="list-style-type: none"> <li>*Consolidating key skills.</li> <li>*Doubling</li> <li>*Sharing and grouping</li> <li>*Odd and even</li> <li> </li> <li>* <i>Automatically recall number bonds to 10, including doubling facts.</i></li> </ul>
<b>Numerical Patterns</b>			Verbally count beyond 10, recognising the pattern of the counting system.	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.
<b>Measure, Shape &amp; Spatial Thinking</b>	<ul style="list-style-type: none"> <li>*Exploring size, mass and capacity</li> <li>*Exploring pattern</li> </ul>	<ul style="list-style-type: none"> <li>*Circles &amp; Triangles</li> <li>*Positional Language</li> <li>* Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>*Compare mass</li> <li>*Compare capacity</li> <li>*Length &amp; Height</li> </ul>	<ul style="list-style-type: none"> <li>*Time</li> <li>*3D Shape</li> <li>*Pattern (2)</li> </ul>	<ul style="list-style-type: none"> <li>*Spatial Reasoning (1): Match, Rotate &amp; Manipulate</li> <li>* Spatial Reasoning (2): Compose &amp; Decompose</li> </ul>	<ul style="list-style-type: none"> <li>* Spatial Reasoning (3): Visualize &amp; build</li> <li>* Spatial Reasoning (4): Mapping</li> </ul>
<b>Literacy Comprehension</b>	<p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. Read books consistent with their phonic knowledge. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>					
	I can listen to stories and enjoy sharing a range of books. I know that print carries meaning and in English, is read from left to right and top to bottom.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories.	I can show interest and answer simple questions about the text. I use words that I know to check my reading makes sense.	I can demonstrate understanding when talking about what I have read. I can repeat words or phrases to check my reading.	I am beginning to notice if my reading makes sense and looks right. I think about what I already know to help me with my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. (ELG)

	<p>I know the difference between text and illustrations.</p> <p>I enjoy joining in with rhyme, songs, and poems.</p> <p>I can join in with repeated refrains and key phrases.</p>	<p>I can fill in missing words from well-known rhymes.</p>			<p>I can say rhymes by heart.</p> <p>I can sometimes notice errors.</p> <p>I know that illustrations can help me make sense of my reading.</p>	<p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)</p>
<b>Word Reading</b>	<p>*Phonics: Phase 2</p> <p>I can handle books correctly and follow print left to right, top to bottom.</p> <p>I can locate the title.</p> <p><b>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</b></p>	<p>Phonics: Phase 2 &amp; 3</p> <p>I am beginning to blend and segment in order to read vc and cvc words.</p> <p>I am beginning to match spoken word to written word (1 to 1 correspondence) across 2-3 lines of print.</p> <p>I can read some Phase 2 words including some tricky words.</p>	<p>Phonics: Phase 3</p> <p>I can locate and recall the title of a book.</p> <p>I can read with 1-1 correspondance.</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right.</p>	<p>Phonics: Phase</p> <p>I can read and understand simple sentences.</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters.</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right.</p>	<p>Phonics: Phase 3 &amp; 4</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency.</p>	<p>Phonics: Phase 4</p> <p>I can read phase 3 and 4 words (decodable and CEWs)</p> <p>I can re-read books showing increased accuracy and fluency.</p> <p>I can read and understand simple sentences.</p> <p>End of term assessments.</p>
<b>Writing</b>	<p>Dominant hand, tripod grip, mark making,</p>	<p>-Name Writing</p>	<p>-Writing full name</p>	<p>-Writing captions</p>	<p>-Writing a full sentence.</p>	<p>ELG: Writing simple phrases or sentences</p>

	<p>giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play PHASE WORDS</p>	<p>-Writing some initial sounds for words they want to record -Hearing and writing cvc words and cvcc words with sounds learnt so far. -Know there is a sound/symbol relationship. -Use some recognisable letters and own symbols. -Write letters and strings, sometimes in clusters like words. -Orally segment sounds in simple words.</p>	<p>-Writing captions and labels -Writing simple key words correctly</p>	<p>-Writing a full sentence with letter sound. correspondence -Using finger spaces &amp; capital letters. -Forming capital letters correctly <b>-Writing for a purpose in role play using phonetically plausible attempts at words, using finger spaces.</b></p>	<p>-Phonetically plausible words. -Using capital letters, finger spaces and full stops. -Reading sentences back to check they make sense.</p>	<p>that can be read by others.  ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.  ELG: Write recognisable letters, most of which are correctly formed.</p>
<p><b>UTW</b> <b>Past &amp; Present</b></p>	<p>-I know about my own life-story and family's history. -I know how I have changed. -I know about changes that have happened within my family lifetime. -Talk about members of my immediate family and the relationship to me, name and describe</p>	<p><b>Remembrance Day</b>  -I know about the lives of the people around me and their roles in society. (Interview a local resident about their life)  -I know some similarities and differences between things in the past and now, drawing on my</p>	<p>-I know about some familiar situations in the past.  -I know about characters from stories, including figures from the past. - I know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>-I know about some familiar situations in the past. Links to R.E/Easter. How Easter has been celebrated in the past.</p>	<p>-I know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>-I know about some familiar situations in the past.  -I know about characters from stories, including figures from the past.</p>



	people who are familiar to me.	experiences and what has been read in class. (Christmas then & now focus)				
<b>People, Culture &amp; Communities</b>	<b>Harvest Festival</b> <b>Black History Month</b> -I know about the lives of the people around me and their roles in society.	<b>Diwali</b> <b>Hanukkah</b> <b>Bonfire Night</b> <b>Christmas</b> -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.	<b>Chinese New Year</b> -Explain some similarities and differences between life in this country and life in other countries.	<b>Lent Easter</b> <b>Mother's Day</b> -I know about the features of my own immediate environment I know the name of the village and city the school is located in. - Use and draw information from a simple map.	<b>Ramadan</b> <b>VE day &amp; D Day</b> <b>Father's Day</b> I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. -I can talk about the features of my own immediate environment and how environments might vary from one another.	
<b>RE (See RE MTP for specific objectives)</b>	F4: Being special, where do we belong?	F2: Why is Christmas special to Christians?	F1: Why is the word 'God' special to Christians?	F3: Why is Easter special for Christians?	F.6 Which stories are special and why?	F.5 Which places are special and why?
<b>The Natural World</b>	-I know about the signs of autumn/winter and the associated weather. -I know I need to respect and care for the natural environment and all living things. Links to animals building	-I know some important processes and changes in the natural world around me, including the seasons and changing states of matter. -I know and can talk about forces I can feel.	<b>Big Garden Bird Watch</b> -I know about the signs of spring and the associated weather. -I know about aspects of my familiar world such as the natural world, making observations and drawing pictures.	-I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. - Use and draw information from a simple map.	- I know about the signs of summer and the associated weather. -I know how to care for growing plants. -I know about the life cycle of a plant. -I know about growth, decay and changes over time.	<b>World Ocean's Day</b> -I know about the features of the world and Earth. -I know environments vary from one another. I know about similarities and

	habitats and storing up food for winter. Discussions around hibernation and not disturbing animals during this time.		-I know and can talk about forces I can feel. Space – gravity, push & pull.	Look at aerial views and comment on buildings, open space, roads and other simple features	-I know some similarities and differences in relation to living things.	differences between places  -I know how to care for animals. Looking at mini-beats, butterfly life-cycle and chicks.  Observations and drawing pictures of animals and plants.
<b>EAD</b> <b>Creating with Materials</b>	-Modelling accessing creative area -Exploring paint -Printing -Printing simple patterns -Self portraits -Scissor skills	-Exploring colour and colour mixing -Colour mixing to create secondary colours -Joining items with tape and glue -Manipulating clay (Diya lamps)	-Using thinner brushes to add detail -Drawing with more detail & control -Joining items in different ways -Working on a whole group model project (Chinese dragon)	-Adding white or black to tint or shade -Hold a paintbrush with a tripod grip and control -Classifying textures & colours -Whole group and individual collages -Building simple models (buildings with rooves/ towers)	-Painting from observation (inc real world) -Looking at the work of famous artists -Improving collaging techniques -Joining with more complex options -Building sculptures to replicate real life	-Independently selecting appropriate additional tools for improving my painting -Creating meaningful pictures whilst painting or printing -Creating with clear intentions
<b>Being Imaginative &amp; Expressive</b>	-Learning about the pulse / beat in a song -Playing an instrument to a simple beat -Traditional nursery rhymes	-Playing instruments with more control to express feelings and ideas -Changing the words to songs -Responding to music with thoughts and feelings -Learning some simple dances & moving to the rhythm of a song	-Understanding what a beat is -Experimenting with the different sounds instruments can make -Noticing changes & patterns as a piece of music develops. -Sing a song by heart -Say a poem by heart	-Playing a steady beat -Understanding tempo -Traditional British Folk music -Sing a song by heart -Say a poem by heart -Learn a call and response song	-Tapping a rhythm to accompany words -Music from around the globe -Creating our own songs and improvising around ones we already know	- -Tapping a rhythm to accompany words -Music from around the globe -Performing in front of an audience -Moving to different style of music -Replicating traditional dances from around the world

						<ul style="list-style-type: none"><li>-Making up own songs and performing to a group</li><li>-Making my own dance moves based on techniques I've learnt</li></ul>
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