



Pippin Class Long Term Plan - Academic Year 2023-2024 - Miss Katie Bullen




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term Dates	4 September to 20 October 2023 (6 weeks)	30 October to 15 December 2023 (7 weeks)	2 January to 9 February 2024 (6 weeks)	19 February to 28 March 2024 (6 weeks)	15 April to 24 May 2024 (6 weeks)	3 June to 24 July 2024 (8 Weeks)
Curricular Goals	Settle in to school and become a confident learner	Develop Independence	To have experience of the world around me	Gross Motor - To move in a variety of ways	Observe and be a part of watching something grow	Fine Motor - To take part in cooking experiences
Important events	Roald Dahl day – 13th Sept Black history month – Oct 1 st World animal day – Oct 4 th Oct 10 th - Space week Oct 21 st - National hero day. Oct 16 th - World food day Oct 23 rd -Harvest Harvest Service Phonics Workshop	Bonfire Night - 5th Nov Remembrance Day - 11th Nov Nursery Rhyme Week - November 16 - November 20 Diwali - 12th Nov 2023 Odd Socks Day - November 13th Christmas Jumper Day - 8th Dec Hanukkah - 18th Dec- 26th Dec Christingle	Epiphany - January 6th Energy Saving Week - January 17 - January 23 Chinese New Year - January 22nd Children's Mental Health Week - 13th Feb - 20th Feb Safer internet day - 6th Feb Shrove Tuesday - 21st Feb Lent - 22nd Feb	World Book Day - 2nd March Holi - 9th March Mothers Day - 10th March Fairtrade Fortnight - 27th Feb - 12th March St Patricks Day - March 17th Red Nose Day - March 17th Easter Service *Fairtrade Fortnight *World Book Day * Mothers' Day	Ramadan - March 22nd - April 21st Palm Sunday - April 2nd Maundy Thursday - April 6th Good Friday - April 7th Easter Sunday - April 9th Eid - April 20th Earth Day - April 24th Visitors: Mystery readers	Pride Month - June Pentecost Sunday - June 5th Healthy Eating Week - June 13th- 17th Fathers' Day - June 18th Summer Solstice - June 21st Sports Day - Visitors: Trip/visit:

	Visitors: Pre-school staff/childminders * Tour of school and outside areas including forest school *Autumn walk	Nativity performance Visitors: Parents Christmas decoration making	Visitors – Ambulance (RE link), Life Education bus Trip/visit: *Winter walk	Visitors – Mystery readers – WBD Trip/visit –	Trip/visit – *Spring walk	
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Communication and Language
Children are given the opportunity to express their feelings, needs and wants, their thoughts, ideas and interest. They are able to talk about what has happened and about creative or imaginative events as and when they wish. All communication is valued and encouraged through high quality adult/child interactions and new vocabulary is introduced regularly both through literacy topics (see planning) and as needs are identified. This includes not only gaps but also opportunities to extend vocabulary. The special box is shared throughout the year. Communication and language runs through everything that we do in EYFS.

Personal, Social and Emotional Development	Transition *Settling in *getting used to routines *Making friends *getting to know teachers and other children *Firework safety	Managing Self *Washing hands and keeping clean *Teeth hygiene	Special people *same and different *different families and homes *kindness and caring *workbench – using tools safely	Being Safe *keeping my body safe *listening to my feelings *people who help keep me safe Managing Self *Healthy Eating (link to The Enormous Turnip?)	Being My Best *bouncing back *healthy eating *exercise and sleep Managing Self *Importance of exercise *Healthy eating	Transition *changes *life stages *changing *Meeting new teachers *Visiting new classroom *discussing changes/year 1/year 2 and how we feel Managing Self *Keeping ourselves safe
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PSHE (KAPOW)	Online Safety - Health and wellbeing - Privacy and security - Copyright & Ownership	Health and Wellbeing - Wonderful me - What am I like? - Ready for bed	Family, Relationships and the changing body - Introduction to RSE - What is family?
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	<ul style="list-style-type: none"> - Managing online information <p>(National On-line Safety EYFS)</p>		<ul style="list-style-type: none"> - Relaxation - Hand washing & personal hygiene - Allergies - People who help us stay healthy 		<ul style="list-style-type: none"> - What are friendships? - Family and friends help and support each other - Making friends - Friendship problems - Healthy - Friendships - Transition lesson 	
Physical	<p>GROSS MOTOR P.E Climbing (outdoor equipment) Moving and Handling</p> <p>FINE MOTOR Funky fingers activities Doh Disco</p>	<p>GROSS MOTOR P.E Nativity Balancing</p> <p>FINE MOTOR funky fingers/Pencil grip / handwriting/Doh Disco scissor control</p>	<p>GROSS MOTOR P.E</p> <p>FINE MOTOR Pencil grip / handwriting scissor control/ Doh Disco</p>	<p>GROSS MOTOR P.E</p> <p>FINE MOTOR Handwriting Using tools Doh Disco / Handwriting</p>	<p>GROSS MOTOR P.E</p> <p>FINE MOTOR Handwriting</p>	<p>GROSS MOTOR P.E</p> <p>FINE MOTOR Handwriting</p>
PE	<p>Unit 1 Body Management</p> <p>Unit 1 Cooperate & Solve Problems</p>	<p>Unit 1 Dance</p> <p>Unit 1 Manipulation & Coordination</p>	<p>Unit 1 Gymnastics</p> <p>Unit 1 Speed Agility Travel</p>	<p>Unit 2 Body Management</p> <p>Unit 2 Cooperate & Solve Problems</p>	<p>Unit 2 Manipulation & Coordination</p> <p>Beginners Swimming</p>	<p>Unit 2 Speed Agility Travel</p> <p>Athletics: Sports Day Practise</p>
Literacy	<p>Wonderful me!</p> <p>Where The Wild Things Are – Create our own wild thing narratives</p> 	<p>Let's Celebrate!</p> <p>Look up! – Own version narratives</p> 	<p>Where our wellies take us</p> <p>The Magic Paintbrush – Own version 'overcoming' tales</p> 	<p>Helping hands</p> <p>The Sea Saw - Own version narratives</p> 	<p>All Things Bright and Beautiful</p> <p>The Extraordinary Gardener – Own version narrative</p> 	<p>Roots, Shoots and Juicy Fruits</p> <p>I Will Not Never Ever Eat A Tomato – Own Stories about fussy eaters</p>

	<p>Cave Baby – Narrative retellings</p> 	<p>Julian is a mermaid – Three verse poems</p> 	<p>Stanley's Stick – Non chronological booklets – The Woods</p> 	<p>The Night Pirates – Instructions ' How to be a Pirate' Guide</p> 	<p>I am Henry Finch – Instruction handbooks – <i>How to Think</i></p> 	<p>The Tiny Seed – Instruction advice leaflets</p>  
<p>Number</p>	<p>Number and Place Value Numbers to 5 Subitising Comparing groups with 5 Comparing quantities of identical objects / non-identical object</p> <p>Addition and Subtraction Change within 5 One more / one less</p> <ul style="list-style-type: none"> *Counting songs and rhymes *Matching quantity to numerals *Introduce numicon *Number recognition and ordering *2D shape and sorting *Pattern *Measure size, position , time, ordinal numbers *More and less 	<p>Number and Place Value Numbers to 6-10 Making pairs Combining different groups Building 9, 10 Early doubling Subitising</p> <p>Addition and Subtraction Change within 10 One more / one less</p> <ul style="list-style-type: none"> *capacity *Grouping and sharing *ordering numbers *estimating *Measure – length and *weight *3D shapes *Doubling and halving 	<p>Number and Place Value Numbers Recap and increase recall for number bonds to 5 and to 10. Revisit doubling and halving Deeper understanding of odds and evens within 10 Sharing equal quantities</p> <ul style="list-style-type: none"> *Money *Estimating *Pattern and measures *Problem solving *Addition and subtraction 			
	<p>Number of the week Reciting to 10 and then 20</p>	<p>Number of the week Reciting to 20 and beyond Counting in 10's and 2's</p>	<p>Number of the week Reciting to 20 and beyond Counting in 10's, 2's and 5's</p>			

<p>Understanding The World</p>	<p>People, Culture and communities Talking about families-writing book covers *Special box</p> <p>The Natural World *Autumn – changing seasons Leaf Man</p> <p>Technology <i>Technology in our lives</i> *I pad photos *Completing simple programmes</p> <p>Online safety: link to PSHE Topic</p>	<p>People, Culture and communities *Explore Diwali *Special box * Black History Month</p> <p>The Natural World *Floating and Sinking/magnets</p> <p>Past and Present *Bonfire night – Guy Fawkes</p> <p>Technology <i>programming</i> *bee bots and bee bot app Online safety: lined to apps children use</p>	<p>People, Culture and communities * Chinese New Year *Special box</p> <p>The Natural World ice balloons – Science</p> <p>Past and Present RE link 'people who help us visitors'</p> <p>Technology *Programming scratch *Online safety: lined to apps children use *Technology questionnaire</p>	<p>People, Culture and communities *Fairtrade *Mothers' Day *People Who Help Us – RE link *Special box *Maps - Pirates - Compare Curry Rivel to the beach.</p> <p>The Natural World *Growing – seeds – taking care of seeds and plants</p> <p>Technology * Google Earth to compare countries *Online safety: lined to apps children use</p>	<p>People, Culture and communities *Special box *Explore Ramadam *Maps - Pirates</p> <p>The Natural World *Looking after our World (RE link) *plastic/litter *</p> <p>Past and Present *History – The past – old photographs – growing and changes</p> <p>Technology * <i>multimedia 2 paint</i> Online safety: lined to apps children use ICT:</p>	<p>People, Culture and communities *Special box *Transition to year 1/school *Explore Eid</p> <p>The Natural World Compare Curry Rivel to other places</p> <p>Technology *recording events – video sports day Online safety: lined to apps children use</p>
<p>Geography /History</p>	<p>Geography</p> <p>How does the weather affect our lives?</p> <p>Local link.</p>	<p>History</p> <p>Technology</p> <p>Changes in technology</p> <p>Which invention is the best and why?</p>	<p>Geography</p> <p>Why does it matter where our food comes from?</p> <p>Local link</p>	<p>History</p> <p>Hospitals and Healthcare</p> <p>Why do we remember Florence Nightingale, Mary Seacole and Edith Cavell?</p>	<p>Geography</p> <p>How does Kampong Ayer compare with where I live?</p> <p>Local link.</p>	<p>History</p> <p>The Great Fire of London</p> <p><i>Why are diaries important evidence?</i></p>

Science	Plants		Animals including humans	Everyday Materials
----- <i>Seasonal Changes</i> -----				
Religious Education Understanding Christianity	UC - Harvest 'What is Harvest?' *Rainbow fish *Sharing with family *Sharing food *Recount Harvest Festival	UC - Incarnation 'Why do Christians Perform Nativity Plays at Christmas?' *What makes us special? *Jesus healing the blind *Read/order nativity *Perform a nativity	UC - Salvation – Easter 'Why do Christians put a cross in an Easter Garden?' *The snail and the whale - heroes *Fiction/non-fiction hero *People who help us *Helping others *Making the right decision / wrong decision *Easter Story *Shrove Tuesday - Pancakes *Meaning of the cross – Stained Glass Windows, Easter gardens, Easter Prayer - Perform Easter Service	UC - Creation 'Why is the word 'God' so important to Christians?' *Creation story – Jellyfish *Order/Act creation story *Ipad Walk – God's World *Looking after God's World *Hand Print Word – 'I promise to..' *10 Commandments *The Precious Pearl – Decorating names. *The Lord's Prayer *Charities of the world
Awareness, Mystery and Value	Unit 1 Special me - Who are we?		Unit 3 Special places - Church & Synagogue	Units 5 Special Stories - God/Creation

Expressive Arts And Design	Being Imaginative and Expressive *Role play *self-portraits, pastels *family portraits *Exploring the sounds of different instruments/name instruments *Charanga *Autumn art (Leaf Man)	Being Imaginative and Expressive *Textiles: Stocking designs/sewing/evaluations *Firework art *Nativity singing/dancing	Creating with Materials *music – dragon dance *Work bench tools *Colour mixing *3D models *Charanga	Creating with Materials *Easter cards *Observational water colours of Spring flowers *collage *Easter signing	Being Imaginative and Expressive *drawing *vegetable printing *Charanga B	Creating with Materials *photos/digital *Father's Day cards
Music (Charanga) Computing	My Musical Heartbeat	e-Safety- planned with in PSHE / Citizenship using Somerset BYTE Awards I am kind and responsible Agree class internet rules based on personal responsibilities. Include cyberbullying messages in Anti-bullying week.	Exploring Sounds	e-Safety- planned with in PSHE / Citizenship using Somerset BYTE Awards I am safe Keep personal details private, consider who you are talking to online and make sure a trusted adult knows what you are doing online. Use Safer Internet Day to focus on use of the internet and different technologies.	Let's perform together!	e-Safety – planned with in PSHE / Citizenship using Somerset BYTE Awards I am healthy Consider age-appropriate and healthy use of technology. Include consideration of time spent using technology and recognition of appropriate websites and games in Health week.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- 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.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Writing

- 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.