



Stoke Prior First School's Long-Term Plan 2024- 2025

Autumn 1													
Communication & Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Understanding the World		Expressive Arts, Designing & Making	
(*Listening, attention & understanding * Speaking) Monitor jobs; Getting to know you booklets- Confident to communicate and listen to adults and peers; Learning about & responding to the "Good Listening" and "Golden Rules"; Learning about routines and different areas of the classroom; Listening to stories and rhymes; Recognising labels within the classroom		(*Self-regulation *Managing Self *Building Relationships) Monitor jobs; Develop new friendships; Practice and develop consideration, assertion, negotiation and compromise skills; Confident to talk about themselves and their feeling (beginning to elaborate sentences); Confident to choose activities; Able to recognise similarities and differences within their family, community and social group		Introduction to PE Fundamentals Multi-skills tournament (*Gross motor* Fine motor) Daily "Funky Finger" activities; Awareness of space and of self; Group games; ring, group and playground games; Gaining control over fastenings when putting on their coat etc; Self care e.g brushing teeth etc; Using a correct pencil grip and gaining control with mark making implements; Using and holding scissors correctly		The Something by Rebecca Cobb: Narrative & Recount (*Comprehension,*Word Reading *Writing) Recognising and writing our own names; Listening to stories –develop understanding of five key concepts about print (print has meaning, it can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book and page sequencing); Phonological awareness-rhyme, initial sounds, syllables; Commence Letters & Sounds; Writing name		Getting to know you: Match, sort and compare Talk about measure and patterns (*Number *Numerical Patterns) Daily number and calendar monitor job; Matching the same; Comparing different; Sorting; Odd one out; Comparing mounts/size/mass/capacity; Using balance scales; Make simple patterns		(*Past & Present, *People, Culture & Communities*The Natural World) Tour of school; Where is our school? Support children to learn each other's name. Bring in baby photographs for display Differences & similarities of our friends/families; Learn body parts & senses; Seasons-seasonal changes; Harvest-harvest festival		(*Creating with materials*Being imaginative & Expressive) Learning about the areas they can access during COOL; Who lives in my house? Observational painting their face; Harvest & Autumn crafts; Counting Crowns; Respond to music; Engage in imaginative small world play and role play	
Maths Master the Curriculum	English Ready, Steady, Write	Guided reading Literacy Tree	Science Kapow	Computing Purple Mash/Evolve	RE Worcestershire Syllabus	History/Geography Kapow	Art / DT Own/ Kapow	Music Music Express/Hybrid	PSHE/RSE PSHE Association	PE Get Set 4 PE	MFL Own	Enhanced Curriculum	
Number – Place Value within 10	Old Bear by Jane Hissey Narrative Recount: Messages		Seasonal Changes	Introduction to hardware Technology outside of school	What Does It Mean to Belong to A Faith Community?	History: How am I making history? Looking at personal chronology and finding out about the past within living memory	DT: Mechanisms: making a moving story book	Exploring Sounds	Relationships Ourselves and others; similarities and differences; individuality; our bodies	Fundamentals Ball Skills			
Number –Place value	A River by Marc Martin Narrative Recount: Letter	Text 1 The ride by nights (10 sessions) – fictional worlds and fantasy Text 2 Cinderella: An Art Deco Fairy Tale (15 sessions) – fairy tale	Habitats	Online Safety	How should we care for the world and others and why should it matter?	History: How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same	Art: Drawing using tone Painting clay poppies Clay Poppies <i>Stephen Wiltshire</i>	Exploring Duration	Relationships Friendship; feeling lonely; managing arguments	Fundamentals Ball Skills		Iron Bridge trip	
Number – Place Value Number – Addition and subtraction	The Iron Man by Ted Hughes Narrative Explanation	Text 1 Arthur and the Golden Rope (12 sessions) – magic and wonder Text 2 New and Collected Poems for Children (10 sessions) – dreams and curiosity	Movement and Nutrition	Online Safety	What do Christians learn from the Creation Story?	History: What did the ancient Egyptians believe? Developing awareness of how historians learn about the past	Art: Sketching shapes painting silhouettes. clay Collage <i>Egyptian Art</i>	Exploring descriptive sounds	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments	Fundamentals Street Dance	Family and Friends	Adopt a Chef	
Number – Place value Number – Addition and subtraction	The Whale by Vita Murrow Narrative Recount: Newspaper	Text 1 Fortunately, the milk (12 sessions) – confidence and caution Text 2 The lost spells (magic and wonder) – 10 sessions	Digestion and food	Online Safety	What do Hindus believe God is like?	History: How hard was it to invade and settle in Britain?	DT: Mechanical systems – making a slingshot car	Fife	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs	Forest School Street Dance	Our School	Adopt a Chef Transition Music Event Forest School Bishops wood trip	



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Autumn 2													
R	Communication & Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Understanding the World		Expressive Arts, Designing & Making
	(*Listening, attention & understanding * Speaking) Confident to communicate and listen attentively to adults and peers and respond to what they hear/Participate in small group, class and one-to-one discussions, thinking about and offering their own ideas, using recently introduced vocabulary; Bonfire night –discuss safety; Remembrance Day discussion & understanding; LRH-Morals-Moral of story; TGBM-Was TGBM a nice character-discuss/Join in with repeating refrain/Act out the story/hot seating a character; Compare LRH characters to TGBM characters-similarities & differences; TE&TS-compare the Elves to previous main characters		(*Self regulation *Managing Self *Building Relationships) Confident to try new activities and show independence, resilience and perseverance in the face of challenge LRH-Discuss why animals didn't get any bread-unkind, teamwork etc TE&TS-discuss kindness of the elves-talk about kind acts- say something kind about a friend G&TTB-How could Goldilocks show the bears she is really sorry and wants to be their friend?/discuss what saying sorry really means/ Goldilocks is found asleep in the story: Why is sleep good for our body? Keeping warm in Winter The season of goodwill: How can we make each other happy?		Introduction to PE & Fundamentals (*Gross motor* Fine motor) Develop good core muscle strength to enable a good posture for sitting on a chair at a table; Develop preference for a dominant hand/holding a pencil/ mark making /ability to form recognisable letters -different pens and paper: around provision; Dressing/undressing for P.E; Awareness of space and of self; Terrific Tales character game; Using a correct pencil grip and gaining control with mark making implements; TGBM –cut out the shape/make a character from the story using construction toys/Gingerbread scented playdough; G&TTB-using construction toys; Christmas musical statues/Christmas songs, Christmas glittery playdough or Snow dough; Paper snowflakes		Star in a Jar by Sam Hay: Narrative & Information Poster (*Comprehension, *Word Reading *Writing) Continue to develop ability to listen attentively & respond to stories with relevant questions, comments and actions; Develop phonetic awareness-identification, discrimination, position; identify & read individual phonemes/develop segmenting & blending skills/continue developing ability to form letters accurately; Mark making; What's my tale? Quiz-chd to identify some tales having listened to clues; TGBM-initial sounds of characters/match words to characters/ G&TTB-rhyming strings –chair-bear-hair etc; Unwrap a Christmas story each day to read, read by the crackling fireplace; Write a letter to Santa/ Write Christmas cards to each other		It's Me 123, Circles and Triangles, 1,2,3,4,5, Shapes with four sides (*Number *Numerical Patterns) Identify and name circles and triangles Compare circles and triangles; Shapes in the environment; Describe position; Find 4 and 5; Subitise 4 and 5; Represent 4 and 5; 1 more -1 less; Composition of 4 and 5; Composition of 1 – 5; Identify and name shapes with 4 sides; Combine shapes with 4 sides; Shapes in the environment; My day and night		(*Past & Present,*People, Culture & Communities *The Natural World) Halloween, Bonfire Night, Diwali- faith and how everyone has different beliefs; Remembrance Day; Life cycle of a hen (LRH) Bread-change of state-irreversible change (LRH) TE&TS-shoes now and then-Does everyone in the world wear shoes/Testing good materials for shoes ; Winter-What does this season bring? Is it Winter at the same time around the world? What is Christmas? Who celebrates it? Christmas presents past and present; Christmas around the world/Traditions within our homes and in other countries e.g France; Footprints in the snow-who has made these footprints? How do they know? North Pole location- What are the Northern lights?		(*Creating with materials *Being imaginative & Expressive) During role play and small world play using objects to represent something else even though they are not similar & to develop complex stories using role play/small world Join in/learn new songs and rhymes e.g when Goldilocks went to the house of the bears; Firework chalk pictures; Remembrance Day poppies Rangoli pasta patterns/chalk patterns TGBM-make a GBM biscuit/GBM threading/ TE&TS-design a shoe G&TTB-draw the bear family-awareness of size; Colours of Winter Christmas songs-traditional and modern Design & create wrapping paper/ Design and create a Christmas Tree Musical instruments-jingle bells
	Maths Master the Curriculum	English Ready, Steady, Write	Guided reading Literacy Tree	Science Kapow	Computing Purple Mash/Evolve	RE Worcestershire Syllabus	History/Geography Kapow	Art / DT Own/ Kapow	Music Music Express/Hybrid	PSHE/RSE PSHE Association	PE Get Set 4 PE	MFL Own	Enhanced Curriculum
1	Number – Addition and Subtraction within 10 Geometry - Shape Consolidation	Rapunzel by Bethan Woolvin Narrative Instructions		Everyday Materials	Online Safety	What do Christians believe God is like?	Geography: What is it like here? Locating where they live on an aerial photograph	Art: Mixing colours-theory and experimentation Using different materials to sketch simple objects <i>Henri Rousseau</i>	Exploring duration	Relationships Ourselves and others; people who care for us; groups we belong to; families	Athletics Sending and Receiving		Christmas Play
2	Number – Addition and subtraction Geometry - Shape	The Night Gardener by The Fan Brothers Narrative Recount: Diary	Text 3 A Book of Bears bravery vs fear 4 sessions left available for catch-up/misconceptions	Microhabitats	Effective Searching	Why does Christmas matter to Christians?	Geography: Would you prefer to live in a hot or cold place? Introducing the basic concept of climate zones.	DT: Mechanisms: Fairground wheel	Exploring pulse and rhythm and Christmas	Relationships Behaviour; bullying; words and actions; respect for others	Fitness Sending and Receiving		Christmas Play
3	Number –Addition and subtraction (cont'd) Number – Multiplication and division	Fox by Margaret Wild Narrative Information Report	Text 3 Africa, Amazing Africa (overcoming adversity 5 sessions left available for catch-up/misconceptions	Forces and Magnets	Email	What is it like for someone to follow God?	Geography: Who lives in Antarctica? Learning about latitude and longitude	DT: Mechanical systems – pneumatic toys	Exploring arrangements	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products	Street Dance Forest School	Family and Friends	Forest School Christmas Play
4	Measurement – Area Number – Multiplication and division Consolidation	Leaf by Sandra Dieckmann Narrative Information Report	Text 3 Skygazing invention and innovation 5 sessions left available for catch-up/misconceptions	Electricity and Circuits	Effective searching	What does it mean to be a Hindu in Britain today?	Geography: What are rivers and how are they used? Exploring the different ways water is stored and moves	Art: Drawings materials to create texture, clay <i>Anglo Saxon Art</i>	Fife	Relationships Respect for self and others; courteous behaviour; safety; human rights	Street Dance OAA	Our School	Christmas Play



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	(*Listening, attention & understanding * Speaking) Show and Tell; Introduce new topic; To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; To use vocabulary and forms of speech that are increasingly influenced by their experiences of books; To begin to understand and answer how and why questions; Acting out the stories; Discuss the dark –how does it make them feel		(*Self regulation *Managing Self *Building Relationships) Confident to try new activities and show independence, resilience and perseverance in the face of challenge; Kindness; Acceptable and unacceptable behaviour; Giving and receiving compliments		Gymnastics & Dance (*Gross motor* Fine motor) Develop good core muscle strength to enable a good posture for sitting on a chair at a table / Develop preference for a dominant hand/holding a pencil/ mark making /ability to form recognisable letters -different pens and paper: around provision : indoor and outdoor / writing trolley/ clipboards; Awareness of space and of self; Playdough; Funky fingers-threading etc; Create a dark cave with den making equipment; Owls and mice game; Mime day and night routines and guess what they are; Digging using shovels & rakes; Blocks, crates, planks, tunnels etc for obstacle courses		Juniper Jupiter by Lizzy Stewart: Narrative & Letter (*Comprehension, *Word Reading *Writing) Continue developing understanding of five key concepts about print (print has meaning, it can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book and page sequencing); Phonological awareness-rhyme, initial sounds, syllables; Continue developing segmenting for blending & segmenting for spelling; Continue developing ability to use their phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words		Alive in 5 Mass and capacity Growing 6,7,8 (*Number *Numerical Patterns) Introduce zero; Find 0 to 5; Subitise 0 to 5; Represent 0 to 5; Compare mass; Find a balance; Explore capacity; Compare capacity; Find 6,7,8; Represent 6,7,8; 1 more, 1 less; Composition of 6, 7, 8		(*Past & Present,*People, Culture & Communities *The Natural World) Why does night and day happen? Discuss sun, moon & earth and their relationship. Watch cartoon video with Seymour Science about Day and Night https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/ztdnyrd ; Bedtime routines-How are they similar? Nocturnal & Diurnal animals-Discuss the differences/How do nocturnal animals adapt? Sorting the nocturnal/diurnal animals; Sorting out day and night time items e.g pj's, cereal etc; Earth and the solar system		(*Creating with materials *Being imaginative & Expressive) Listen to lullaby music to represent night time/busy music to represent day time; Don't blame it on the boogie (Day & Night fact song); Clay nocturnal animals; Create an alien; Colour mixing
	Maths Master the Curriculum	English Ready, Steady, Write	Guided reading Literacy Tree	Science Kapow	Computing Purple Mash/Evolve	RE Worcestershire Syllabus	History/Geography Kapow	Art / DT Own/ Kapow	Music Music Express/Hybrid	PSHE/RSE PSHE Association	PE Get Set 4 PE	MFL Own	Enhanced Curriculum
1	Number – Place Value within 20 Number – Addition and subtraction within 20	Hermelin by Mini Grey Narrative Recount: Letters		Sensitive Bodies	Coding	What Makes Some Places Sacred to Believers?	History: How have toys changed?	DT: Textiles - Puppets	Exploring instruments and symbols	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health	Gymnastics Target Games		Visiting Pantomime
2	Measurement- Money Number – Multiplication and Division	The Bog Baby by Jeannie Willis Narrative Instructions	Text 1 The Magic and Mystery of Trees creation and conservation	Use of everyday materials	Coding	What is the 'good news' that Christians believe Jesus brings?	History: How did we learn to fly? (6 lessons) Developing their knowledge of events beyond living memory,	DT: Cooking and nutrition – balance diet	Exploring pitch	Living in the wider world People and jobs; money; role of the internet	Forest School Target Games		Visiting Pantomime Forest School
3	Number- Multiplication and division Geometry – Shape Number – Fractions	Rhythm of the Rain by Grahame Baker-Smith Narrative Recount: Leaflet	Text 1 Old Possum's Book of Practical Cats overcoming adversity	Rocks and soil	Coding	How do festivals and worship show what matters to a Muslim?	History: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Art: Sketching Using different materials Painting <i>Cave paintings</i>	Exploring rhythmic patterns	Relationships Families; family life; caring for each other	Swimming Gymnastics	Bon Appetit	Visiting Pantomime Adopt a Chef
4	Number – Multiplication and division Measurement- Length and perimeter	Arthur and the Golden Rope by Joe Stanton Narrative Information	Text 1 Viking voyagers – taking courage	States of matter	Coding	What is the 'Trinity' and why is it important for Christians?	History: Were the Vikings raiders, traders or settlers? Extending their understanding of different societies, children learn about the Vikings	Art: Self portraits in the style of <i>Frida Kahlo</i> using paints.	Flute	Health and wellbeing Feelings and emotions; expression of feelings; behaviour	Swimming Athletics	All Aboard	Visiting Pantomime Adopt a Chef



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	<p>*Listening, attention & understanding * Speaking)</p> <p>Show and Tell, Listening to daily stories/poems/rhymes, To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Listen and talk about stories to build familiarity and understanding. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To begin to understand and answer how, when, who, what, where and why questions. Learn and use new vocabulary. Develop ability to connect ideas or actions using a range of connectives. Acting out the stories</p>		<p>(*Self regulation *Managing Self *Building Relationships)</p> <p>Continue developing their sense of responsibility and member-ship of a community. Become more outgoing with unfamiliar people. Continue developing ability to show an understanding of their own feelings and those of others & continue developing ability to regulate their behaviour accordingly. To begin to develop appropriate ways of being assertive and solve conflicts. To talk about feelings using words such as "happy, sad, angry" or "worried".</p> <p>To develop their independence in meeting their own care needs e.g brushing teeth, using toilet etc</p> <p>To make healthy choices about food, drink, activity and tooth-brushing.</p>		<p>Gymnastics & Dance</p> <p>(*Gross motor* Fine motor)</p> <p>Negotiate space & obstacles safely/Demonstrate strength, balance and co-ordination /Move energetically, such as running, jumping, hopping etc</p> <p>Develop skills using beanbags/quits/large balls/skipping ropes. Be increasingly independent when putting on coats and fastening it up. Uses one-handed tools and equipment. Continue developing pencil grip with target of tripod grip. Develop ability to use a range of tools including scissors, paint brushes etc. Continue developing care and accuracy when drawing and colouring</p>		<p>Little Red by Bethan Woolvin : Narrative & Instructions</p> <p>(*Comprehension,*Word Reading *Writing)</p> <p>Continue developing understanding of five key concepts about print. Continue developing an understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non – fiction, rhymes and poems during COOL. Phonological awareness-rhyme, initial sounds, syllables. Continue developing segmenting for blending & segmenting for spelling</p> <p>Continue developing ability to use their phonic knowledge to write words in ways which match their spoken sounds.To write some irregular common words</p>		<p>Length, height and time Building 9 and 10 Exploring 3-D shapes</p> <p>(*Number *Numerical Patterns)</p> <p>Explore Length, Compare Length, Explore Height, Compare Height, Find 9 and 10, Compare numbers to 10, Represent 9 and 10, Conceptual subitising to 10,</p> <p>Recognise and name 3D shapes, Find 2D Shapes within 3D shapes, Use 3D Shapes for tasks, 3D Shapes in the environment</p>		<p>(*Past & Present,*People, Culture & Communities *The Natural World)</p> <p>Understand how "real life community heroes" help us in different aspects of our lives and how some of the roles have developed over time</p> <p>In school, to help learning, keep safe and healthy</p> <p>People who help us keep our bodies healthy-Dentists, doctors etc. Animal heroes-Guide/hearing/ Army (bomb)/ Airport dogs (bomb/drugs) Police dogs. Use paint programme to create a picture of someone working in the emergency services. Purple Mash</p> <p>Free the Ice cube heroes. Match the footprint</p> <p>Match job to equipment. Easter-what is it and why is it celebrated? Plant a flower for Easter</p>		<p>(*Creating with materials *Being imaginative & Expressive)</p> <p>Role play to change, throughout half term fire and police station and Superhero HQ. Oil pastels -choose their favourite real life super hero-person who helps others in their job</p> <p>Use bend plastic tubing for Fire fighters hoses. People who help us lollypop puppets</p> <p>Create a fictional superhero.</p> <p>Split pin dalmation. Create an Easter card. Make and decorate and Easter biscuit</p>
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1	Number – Place Value within 50 Measurement – Length and height Measurement – Mass and Volume	Where the Wild Things Are by Maurice Sendack Narrative Information		Comparing animals	Online Safety Week Lego builders	Who do Christians say made the world?	Geography: What is the weather like in the UK? Studying the countries and cities that make up the UK	Art: Printing, drawing and painting <i>Paul Klee</i>	Exploring pulse and rhythm	Living in the wider world Money; making choices; needs and wants	Yoga Forest School		Forest School Arts Week Dance Festival
2	Measurement – Length and Height Measurement – Mass, capacity and temperature	Grandad's Island by Benji Davies Narrative Information	Text 2 The Street Beneath my Feet (15 sessions) – urban metropolis	Life cycles and health	Online Safety Week Coding	Why does Easter matter to Christians?	Geography: Why is our world wonderful? (Identifying features and major characteristics of the UK before learning about some of the amazing places in the world.	Art: Sketching designs by <i>Romero Britto</i> Identify colour palette	Exploring instruments and their symbols	Health and Wellbeing Keeping safe; recognising risk; rules	Gymnastics Invasion Games		Arts Week Gymnastics Festival
3	Measurement – Length and Perimeter Statistics	Jemmy Button by Alix Barzelay Narrative Information: Letters	Text 2 A Necklace of Raindrops (15 sessions) – confidence and caution	Light and shadows	Simulations Online safety week	How do festivals and family life show what matters to Jewish people?	Geography: Are all settlements the same? Exploring different types of settlements and land use,	DT: Structures – constructing a castle	Exploring pentatonic scale	Health and Wellbeing Keeping safe; out and about; recognising and managing risk	Swimming Ball Skills	Bon Appetit	Arts Week
4	Number- Fractions Number - Decimals	The Lost Happy Endings by Carol Ann Duffy Narrative Persuasion: Letter	Text 2 The Firework maker's daughter (14 sessions) – darkness and light	Sound and vibrations	Logo Online safety week	Why do Christians call the day Jesus died 'Good Friday'	Geography: Why are rainforests important to us? Focussing on the link between biomes and climate	DT: Electrical systems - torches	Flute	Health and wellbeing Being healthy: keeping active, taking rest	Swimming Gymnastics	Weather	Arts Week Bikeability Transition P.E event Residential



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	(*Listening, attention & understanding * Speaking) Listening to stories/non-fiction books/rhymes/poems and songs with interest. Listen to stories, accurately anticipating key events and responding, to what they hear with relevant comments, questions or actions. Develop new knowledge through listening to these books. Hold conversations with peers and teachers back and forth. Explain why things happen. Describe some events with detail. Use recently introduced vocabulary in discussions. Explain why things happen.		(*Self regulation *Managing Self *Building Relationships) Continue developing their sense of responsibility and membership of a community. Confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. Continue developing ability to show an understanding of their own feelings and those of others & continue developing ability to regulate their behaviour accordingly To begin to develop appropriate ways of being assertive and solve conflicts. Continue to think about the perspective of others		Games & Ball Skills (*Gross motor* Fine motor) Run/Sprint in a straight line and change direction –travel at differing speeds on command or need. Increase the distance for throwing to a person/ target. Replicate parts of a dance or performance. Negotiate space safely and confidently walk, crawl, slide, climb up and jump over obstacle/gymnastic equipment such as beams and higher equipment and frames. Demonstrate strength, balance and co-ordination /Move energetically, such as running, jumping, hopping etc. Develop skills using beanbags/quoits/large balls/skipping ropes/bats and smallballs. Be increasingly independent getting dressed and undressed Uses one-handed tools and equipment Continue developing pencil grip with target of tripod grip. Develop ability to use a range of tools including scissors, paint brushes etc. Continue developing care and accuracy when drawing and colouring. Form the letters of my full name correctly. Record small, neat and consistently sized letters. Orientate all letters as Sky, grass or ground letters.			The Extraordinary Gardener by Sam Boughton : Narrative & Instructions Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories.. Read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Continue to apply knowledge of segmenting for spelling to write words and captions. To demonstrate GPC and write graphemes from memory and write a simple sentence using phonic knowledge.		To 20 and beyond How many now? Manipulate, choose and decompose (*Number *Numerical Patterns) Explore even and odd. Recognise and name 3-D shapes. Find 2-D shapes within 3-D shapes. Use 3-D shapes for tasks. 3-D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment. Build numbers beyond 10. Continue patterns beyond 10		(*Past & Present,*People, Culture & Communities *The Natural World) Discuss the seasonal changes Learn about what life cycle is Observe the life cycle happening in our class and discuss their observations Discuss how to make our outside space butterfly-friendly Plant some beans		(*Creating with materials *Being imaginative & Expressive) Create a small world for 'The Very Hungry Caterpillar' for children to act out story. Free painting-create a butterfly Collage-create a repeating pattern caterpillar Learn the fuzzy caterpillar and the butterfly song
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1	Number – Multiplication and Division Number- Fractions Geometry –Position and Direction	The Secret of Black Rock by Joe Stanton Narrative Recount: Postcards		Introduction to plants	Grouping and Sorting	Who Is A Muslim And How Do They Live?	History: How have explorers changed the world? Finding out about events and people beyond living memory	Art: Drawing/painting flowers <i>Edith Holden, Orla Kiely</i>	Exploring pitch	Health and wellbeing Keeping safe; people who help us	Dance Striking and Fielding Games		Forest School	
2	Number - Fractions Measurement - Time	The King Who Banned the Dark by Emily Haworth-Booth Non-Fiction: Persuasive Letter Narrative	Text 1 After the fall a twist in the tale Text 2 Too Small Tola change and relationships	Plant growth	Presenting Ideas	Who is Jewish and how do they live?	History: What is a monarch? Finding out the role of a monarch,	Art: Sketch Using thick paint Make a 3D model <i>Claude Monet</i> -garden and lily paintings	Exploring timbre, tempo and dynamics	Health and wellbeing Being healthy; eating, drinking, playing and sleeping	Dance Striking and Fielding Games			
3	Number – Fractions Measurement – Mass and capacity Measurement – Money	Egyptology by Ian Andrew Narrative Information: Secret Diary	Text 1 The White Fox–overcoming adversity Text 2 The Pied Piper of Hamelin narrative poem – disaster, hope and healing	Plant reproduction	Graphing	What kind of world did Jesus want?	History: Why did the Romans settle in Britain?	Art: Sketching/painting/printing landscape Collage of layers Two colour printing using press printing technique. <i>Japanese print of Mount Fuji by Hokusai</i>	Exploring sounds colours	Living in the wider world Community; belonging to groups; similarities and differences; respect for others	Football Golf	Sports and Hobbies	Adopt a Chef Lunt Roman Fort Tri-golf tournament	
4	Number- Decimals Measurement- Money Measurement - Time	The Journey by Francesca Sanna Narrative Recount: Diary	Text 1 The Humans–exploration and discovery	Classification and changing habitats	Animation	For Christians, when Jesus left, what was the impact of Pentecost?	History: How have children's lives changed? Investigating the changes in children's lives through time	DT: Textiles – fastenings	Flute	Health and well being Being healthy: eating well, dental care	Rounders Golf OAA- Residential	Creating A Cafe	Adopt a Chef Bell boating	



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Communication & Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts, Designing & Making	Maths Master the Curriculum	English Ready, Steady, Write	Guided reading Literacy Tree	Science Kapow	Computing Purple Mash/Evolve	RE Worcestershire Syllabus	History/Geography Kapow	Art / DT Own/ Kapow	Music Music Express/Hybrid	PSHE/RSE PSHE Association	PE Get Set 4 PE	MFL Own	Enhanced Curriculum	
<p>Listening to daily stories/poems/rhymes Discuss and make comments about what they have heard. Ask questions to clarify their understanding. Hold conversations with adults and class mates</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary from the topic stories. 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>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.</p>	<p>Ball Skills & Forest School Gross motor 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.</p> <p>Fine motor 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 forming letters, drawing, colouring</p>	<p>The Storm Whale by Benji Davies: Narrative & Poems 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, nonfiction, rhymes and poems and during role play. 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. 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>Sharing and grouping; Visualise, build and map; Make connections; Consolidation Identify units of repeating patterns *Create own pattern rules *Explore own pattern rules *Replicate and build scenes and constructions *Visualise from different positions *Describe positions *Give instructions to build *Explore mapping *Represent maps with models *Create own maps from familiar places *Create own maps and plans from story situations *Deepen understanding *Patterns and relationships</p>	<p>(*Past & Present,*People, Culture & Communities *The Natural World) Understand extinction. Make an erupting volcano.. Investigating dinosaur footprints. What animal group did dinosaurs belong in? Why did some ate meat others plants & vegetation? Sorting dinosaurs into categories e.g herbivores, flying, etc To understand different habitats of animals living in hot countries, cold countries and the oceans (Africa and Antarctica) To discuss similarities and differences To compare these countries to the UK, to locate these on the globe. Look at different patterns of the animals & understand why they have these patterns.*Shadow animals (drawing around animals and friends guessing the animals with the shadows they cast). Science experiment-how do polar animals stay warm. Investigating floating and sinking. Seaside holidays past and present– sort for past, present or both-Magic Grandad-The Beach. Journeys to the seaside. Suitable seaside clothes. What are rock pools and what creatures will be find in them? What seaside sounds and smells might we experience?</p>	<p>(Creating with materials *Being imaginative & Expressive) Dinosaur dancing, songs. Create a dinosaur-play dough. Paint their favourite dinosaur. Dinosaur stencils & masks. Tuff tray-make a dinosaur habitat. Animals of Africa drawing-pastels-in the style of Gillie & Marc Schattner. Explore African instruments. Listen to traditional African music. Listen to the Carnival of the animals. Tuff tray Safari e.g sand, grass, soil. Create an animal of Antarctica. Fingerprint penguin art. Junk model animals. Snow dough. Sea animal printing. Learn and perform "Oh I do like to be beside the seaside" Camille Saint-Saëns – Aquarium. ice cream play dough. Dry sand pictures. Shell rubbings</p>	Number – Place Value within 100 Measurement – Money Measurement – Time Consolidation	The Last Wolf by Mini Grey Narrative Instruction: Recipes		Investigating science through stories	Animated Story Books	Who Is a Muslim And How Do They Live?	Geography: What is it like to live in Shanghai?	DT: Cooking and nutrition - smoothies	Exploring timbre, tempo and dynamics	Living in the wider world Ourselves and others; world around us; caring for others; growing & changing	Dance Net and Wall Games			Safari Park
Statistics Geometry – Position and direction Consolidation	Rosie Revere by Angela Beaty Narrative Explanation	Text 3 Fanatical about frogs – change and relationships	Plant-based materials	Creating Pictures	Who is Jewish and how do they live?	Geography: What is it like to live by the coast?	DT: Textiles - pouches	Exploring sounds	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up	Dance Net and Wall Games										
Measurement - Time Consolidation	Into the Forest by Anthony Browne Narrative Recount: Newspaper	Text 3 Earth shattering events – disaster, hope and healing 1 session left available for catch-up/misconceptions	Does hand span affect grip strength?	Spreadsheets	How and why do people try to make the world a better place?	Geography: Why do people live near volcanoes?	DT: Textile – cushions	Exploring singing games	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	Tennis Basketball	Sports and Hobbies									
Consolidation Geometry – Shape Statistics Geometry – Position and direction	Manfish by Jennifer Berne Narrative Recount: Biography	Text 2 The Lion, the Witch and the Wardrobe– other worlds 4 sessions left available for catch-up/misconceptions	How does the flow of liquids compare?	Spreadsheets	How and why do people mark the significant events of life?	Geography: Where does our food come from?	Art: Drawing and painting Line, texture and form; Portraits emphasizing movement. <i>Giacometti & Kenneth Potts</i>	Flute	Health and wellbeing Changes and moving on;	Cricket Tennis	Creating A Cafe	Bell boating The Big Sing Transition Events Cricket tournament								