



# Long term planning 2023 - 2024

Class: Starfish

Teacher: Debbie harper



Year group: Rec/Year 1	Autumn 1 SELF (believe)	Autumn 2 SOCIETY (belong)	Spring 1 SELF (believe)	Spring 2 STEWARDSHIP (become)	Summer 1 SOCIETY (belong)	Summer 2 STEWARDSHIP (become)
Key Questions	Who are we?	Where are we in place and time?	How do we express ourselves?	How does the world work?	How do we organise ourselves?	How can we look after our planet?
CHARACTER VIRTUES	Aspiration Respect Resourcefulness Resilience	Citizenship Critical Thinking Justice	Creativity Determination Cooperation	Confidence Compassion Motivation	Cooperation Gratitude Curiosity	Volunteering Courage Reflection
UN GOALS	5 Gender Equality 10 Reduced inequalities	11 Sustainable cities & communities 16 Peace, justice & strong institutions	3 Good health & well-being 6 Clean water & sanitation	13 Climate action 7 Affordable & clean energy 15 Life on land	4 Quality education 16 Peace, justice & strong institutions	1 No poverty 2 Zero hunger 14 Life below water
ENGLISH Including key texts.	Little red hen Narrative/instructions	Owl Babies Narrative/Wanted Poster	The gruffalo Journey/story	The gingerbread man Journey/story instructions	Whatever next Journey/Story	The Three Billy Goats Gruff/Wanted poster Narrative
MATHS	Reception: Getting to know you	Reception: It's me 1,2,3 Circles and triangles	Reception: Alive in 5 Mass and capacity	Reception: Length, height and time	Reception: To 20 and beyond How many now?	Reception: Visualise, build and map

	Match, sort and compare Talk about and measure patterns YEAR 1: Place Value (Within 20) (3 weeks) -Addition and Subtraction (within 20 inc. recognising money) (4 weeks)	1,2,3,4,5, Shapes with 4 sides  YEAR 1: Addition and Subtraction continued (2 weeks) -Place Value and Multiplication (within 50) (3 weeks)	Growing 6,7,8 Length, height and time  YEAR 1: -Division and consolidation (2 weeks) -Place Value (within 100) (2 weeks) -Length & Height (1 week)	Building 9 and 10 Exploring 3-D shapes  YEAR 1: -Shape and Consolidation (3 weeks) -Fractions and Consolidation (3 weeks)	Manipulate, compose and decompose.  YEAR 1: -Position and direction (1 week) -Time (2 weeks) -Problem Solving and efficient methods	Make connections  YEAR 1: -Weight and volume (3 weeks) -Consolidation & Investigations
<b>Topic</b>	Me and my community / Kings and Queens	Why do squirrels hide their nuts?	How can we build Worlds?	Are we there yet?	Explorers and adventurers	Sunshine and flowers
<b>SCIENCE</b>	Reception: All about me - Humans Animals Year1: Animal Safari: Animals Including Humans, Living Things Additional: The Human Body and Staying healthy		Reception:Materials including changing materials Year 1:Changing Materials: Materials		Reception:living things and their habitats How does your Garden Grow: Plants	
<b>HISTORY</b>	Monarchs: Elizabeth I and Victoria Hamilton Trust		Local History Study: The School and it's community link to Victorian schooling		Should we call Grace O'Malley a Pirate?	
<b>GEOGRAPHY</b>		Seasonal change Weather and climate* (fieldwork opportunity) seasons		Pole to Pole, Hot and cold places. Human and Physical Geography		United Kingdom* (fieldwork opportunity)

DT		Mechanisms: Wheels and Axels		Textiles: Templates and Joining Techniques		Food: Preparing Fruit and Vegetables
ART	Reception: What can we see? <b>Explore &amp; Draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills	Reception: How can we explore colour?	Reception: How can we build worlds? <b>Simple Printmaking</b> exploring ways to make a print. Use line shape colour and texture to explore pattern, sequencing and symmetry	Reception: How can we explore materials and marks?	Reception: How can we explore 3D materials <b>Stick Transformation Project</b> Explore how you can transform a familiar object into new and fun forms.	Reception: How can we use our imaginations?
COMPUTING	Programming. Digital Literacy: Online Safety:	Video Creation: Digital Literacy: Online Safety:	Photography & Digital Art: Digital Literacy: Online Safety	Presentation: Digital Literacy: Online Safety:	Data Handling: Pictograms Digital Literacy: Online Safety:	Sound: Digital Literacy: Online Safety:
MUSIC Music Express nd charanga	Unit 1 My musical heartbeat – beat and tempo	Unit 2 Going Places – High and Low	Unit 3 – Moving Patterns – structure	Unit 4 – Working World - texture	Unit 5 – Growth and Change – loud and quiet	Unit 6 – Our senses - timbre
MFL: Spanish	Greetings	Transport	In the jungle	Under the sea	In my town	Teddy bear picnic
PSHE	PSHE: Me & My Relationships Families, interests, similarities & differences, special people, feelings, asking for help & helping others	PSHE: Valuing Difference Sensitivity, likes & dislikes, speaking & listening skills, care & kindness, friendship, cooperation, respecting others	PSHE: Keeping Myself Safe Healthy bodies, staying safe, medicines, people who help us, online safety	PSHE: Rights and Responsibilities Caring for home, school & special people, own impact on the natural world	PSHE: Being My Best Resilience, confidence, feelings & emotions, dealing with challenge, healthy choices	PSHE: Growing & Changing Changes in nature & humans, stages of childhood, naming external body parts

RE	Being Special: Where do we belong 1.2 Creation: Who made the World? Harvest	Why is Christmas special? What does it mean to be in a faith community?	What times/stories are special and why? 1.1 GOD: what do Christians believe God is like?	Why is Easter special? Who is Jewish and how do they live? (part 1)	F1 GOD/Creation: Why is the word 'God' so important to Christians? Who is Jewish and how do they live? (part 2)	What places are special and why? How should we care for the world/others? Why does it matter?
PE	<b>Fine Motor:</b> Dough disco, write dance, tweezers, threading, loose parts <b>Gross Motor:</b> PE Coach, Daily outdoor play - adventure playground, Large block play, Cosmic Yoga, Go Noodle					
	Multi Skills and Team Building	Netball	Gymnastics/Dance	Football	Cricket	Athletics
ENRICHMENT	Library visit Museum Woodland walk Cooking: Bread	Cooking: Pumpkin Soup	Local artist Library Beach visit Cooking: Fairy cakes	Theatre experience- Boo to a goose Woodland walk Cooking: Gingerbread men	Rosemoor Cooking: Scones	Library Essex Dance Woodland walk Residential/school sleepover Cooking: Fruit Kebabs
INSPIRING CHANGE-MAKER CHALLENGES	Inspiring adventurer Inspiring leader - classroom monitors Inspiring researchers - museum visit	Inspiring speaker: Christmas Play Inspiring leader - classroom monitors Inspiring adventurer	Inspiring volunteer: Beach Clean Inspiring skillbuilder linked to artist Inspiring leader - classroom monitors	Inspiring adventurer Inspiring leader - classroom monitors	Inspiring adventurer Inspiring leader - classroom monitors	Inspiring adventurer Inspiring leader - classroom monitors

# Medium term planning 2023 - 2024

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Autumn 1 2023 SELF							
Driver Subject	PSHE		Key Question	Who are we and how do we belong?			
Core texts:	<i>Goldilocks and the three bears</i> <i>Mixed</i> <i>Mouse Paint</i> <i>Little Red Hen</i> <i>Colour Monster</i> <i>Colour Monster starts school</i> <i>Pumpkin soup</i> <i>Olivers vegetables</i>		Character Virtues	Aspiration, Respect, Resourcefulness, Resilience			
			UN sustainable goal links:	5 - gender equality 10 - reduced inequalities			
Inspiring changemaker challenge	Inspiring adventurer - visits Inspiring researcher - museum Inspiring leaders - classroom monitors		Enrichment opportunities/	Library visit Museum visit Woodland visit			
Weekly progress	4.9.23	11.9.23	18.9.23	25.9.23	2.10.23	9.10.23	16.10.23
Character Virtues	Aspiration	Aspiration	Respect	Respect	Resourcefulness	Resilience	Resilience
PSHE SCARF Me and my relationships		All about me  Why we have classroom rules	What makes me special How are you listening	Me and my special people Thinking about our feelings	Who can help me? Our feelings	My Feelings Feelings and bodies	My feelings Good friends
Writing	Name Writing/picture of self	Elicitation - Tell me a story you know - Draw a picture/mark	Little Red hen T4W Big book read Drama	Little Red hen T4W Innovate Retell the story	Little red hen T4W Invent Model invention of	Little red hen Instruction making bread	Little red hen Instruction making bread

		<p>make/transcribe Year 1 - Have a go at writing.</p> <p>Little red hen T4W - Imitate Learn Story/actions Explore characters Story map</p>	<p>Sequencing Rhyming words/Write rhyming strings Character captions</p>	<p>verbally. Change animals Draw picture/label lead character Choose one other animal - write caption - Not I (said the)... Draw 3 animals write sentence Act out new story.</p>	<p>new story. Model rewriting sentences Rewrite story - short version</p>		
<b>Phonics/ Spelling</b>	<p>Reception RBA Year 1 Autumn 1 Week 1</p>	<p>Reception Phase 2 Week 1 Year 1 Autumn 1 Week 2</p>	<p>Reception Phase 2 week 2 Year 1 Autumn 1 Week 3</p>	<p>Reception Phase 2 week 3 Year 1 Autumn 1 Week 4</p>	<p>Reception Phase 2 week 4 Year 1 Autumn 1 Week 5</p>	<p>Reception Phase 2 week 5 Year 1 Autumn 2 Week 1</p>	<p>Reception Phase 2 review week Year 1 Autumn 2 Week 2</p>
<b>Handwriting Daily linked to phonics lesson.</b>	<p>Dough Disco  Handwriting assessment</p>	<p>Pen Disco Zigzags Dough disco  Long ladder letters</p>	<p>Pen Disco CirclesDough disco  Long ladder letters</p>	<p>Pen Disco Straight lines Dough disco  Long ladder letters</p>	<p>Pen Disco Mmmm Dough Disco  Curly caterpillar letters</p>	<p>Pen Disco Spirals Dough disco  Curly caterpillar letters</p>	<p>Pen Disco Triangles and Squares Dough Disco  Curly caterpillar letters</p>
<b>Maths - White Rose</b> Reception  Year 1	<p>Getting to know you (RBA)  Pre-unit assessment</p>	<p>Getting to know you (RBA)  Place value</p>	<p>Match, sort and compare  Place value</p>	<p>Match, sort and compare  Place value</p>	<p>Talk about measure and patterns  Addition and subtraction</p>	<p>Talk about measure and patterns  Addition and subtraction</p>	<p>It's me 1,2,3  Addition and subtraction</p>

<p><b>Science</b> Plymouth Science</p>		<p>All about me - Body parts R Y1 <b>Animal Safari</b> Animals Including Humans, Living Things <b>Lesson 1:</b> <b>Living/Dead/Ne ver Alive</b></p>	<p>All about me - Senses R/ Y1 <b>Animal Safari</b> Animals Including Humans, Living Things <b>Lesson 2:</b> Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.</p>	<p>All about me - Growing up R Baby/adult animals yr1 <b>Animal Safari</b> Animals Including Humans, Living Things <b>Lesson 3:</b> Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other.</p>	<p>Animals including humans Y1 Lifecycles <b>Animal Safari</b> Animals Including Humans, Living Things <b>Lesson 4:</b> Identify and name a variety of plants and animals in their habitat, including microhabitats</p>	<p>Animals including humans Y1 Staying healthy <b>Animal Safari</b> Animals Including Humans, Living Things <b>Lesson 5:</b> Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how the depend on each other</p>	<p>Animals including humans Y1 How do germs spread? Hygiene/hand washing Microbes - making bread - R/Y1 <b>Animal Safari</b> Animals Including Humans, Living Things <b>Lesson 6:</b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>
<p><b>History</b></p>		<p><b>Monarchs</b> The role of the monarch <i>To compare aspects of life, identifying similarities and differences between different periods.</i></p>	<p><b>Monarchs</b> Queen Elizabeth I <i>To compare aspects of life, identifying similarities and differences between different periods.</i>  <i>Yr 1: I can tell episodes that</i></p>	<p><b>Monarchs</b> Queen Elizabeth I enquiry <i>To compare aspects of life, identifying similarities and differences between different periods.</i>  <i>Yr 1: I can tell episodes that happened in the</i></p>	<p><b>Monarchs</b> Queen Victoria <i>To learn about the lives of significant individuals in the past who have contributed to national and international achievements</i>  <i>Yr 1: I can sequence artifacts from</i></p>	<p><b>Monarchs</b> Queen Victoria enquiry <i>To compare aspects of life, identifying similarities and differences between different periods</i></p>	<p><b>Monarchs</b> Comparing queens <i>To use pictures to make comparisons between Queen Elizabeth I and Queen Victoria, and what life was like during the Elizabethan and Victorian reigns</i></p>

			<i>happened in the past</i>	<i>past</i>	<i>different time periods.</i>		
<b>Art</b> Access Art	Colour mixing Pictures of self/family	Backgrounds for display - free art creations	Finding circles Exploring our environment to find circles - take photos and observational drawings	Observational and imaginative drawing - shells	Collecting and arranging- loose parts	Cezanne - Still life compositions	
<b>Music</b> Charanga - Unit 1 My musical heartbeat		Find the beat	1,2,3,4,5	Head, shoulders, knees and toes	Shapes	We talk to the animals	Assessment Checkpoint
<b>PE</b> <b>Multi Skills</b>		I can move fluently, changing direction and speed while staying in my own space.  Children to explore how to effectively use space when running around and improving their agility.	I can move fluently and keep control of a ball.  Children to explore how to effectively carry and stop a ball in different ways with control.	I can use various skills from different sports.  Children to explore different skills for a variety of different sports with control.	I can use the basic action of rolling a ball with control and accuracy.  Children to explore different actions on how to roll a ball in different activities and game situation.	I can use the basic action of rolling and understand the concepts of aiming.  Children to explore a good technique on rolling the ball and aiming at a target.	Using the correct technique, I have control when throwing underarm.  Children to improve their underarm throwing and understand the concept of getting into the correct position for aiming.
<b>COMPUTING</b>		Design	Design- tinker	Design -	My project design	Apply	Refine



<p>Mr P ICT DARES <b>Programming</b> <b>Daisy the Dinosaur</b></p>		<p>-Tinkering</p> <p>I understand what algorithms are</p>	<p>time consolidation</p> <p>I can write simple algorithms</p> <p>I understand the sequence of algorithms is important</p>	<p>introduce the challenge- My project plan</p>	<p>I can design a simple</p> <p>I can design a simple algorithm and code</p>	<p>I can create a simple program on a digital device</p> <p>I can use sequence in programs</p>	<p>I can locate and fix bugs in my program</p>
<p><b>MFL: Spanish</b> Language Angels <b>Los Soludos (Greetings)</b></p>		<p>To introduce the aim of the unit 'Los saludos'. In this lesson, pupils will be introduced to some very basic language to allow for a simple, short exchange in Spanish by the end of the unit</p>	<p>How to say 'hello' and 'my name is...' in Spanish</p>	<p>Consolidate the words in Spanish for 'hello' and 'my name is ...' in Spanish before learning how to ask somebody how they are feeling in Spanish</p>	<p>Further re-enforcement of the previous language: 'buenos días', 'hola', 'me llamo...' and '¿cómo estás?' before introducing the three possible replies to the question of how pupils are feeling</p>	<p>The children will consolidate all previously learnt language and learn how to say 'adiós' (goodbye) in Spanish</p>	<p>The children will consolidate all previously learnt language and learn how to say '¡hasta luego!' (see you soon) in Spanish</p>
<p><b>RE</b> Devon agreed syllabus.</p> <p>Belong Being Special - Reception</p>		<p><b>What does it mean to belong to a family</b></p> <p><b>1.2 Creation Who made the world?</b></p> <p>Be able to retell the story from</p>	<p><b>Who am I?</b></p> <p><b>1.2 Creation Who made the World?</b></p> <p>Think about God as a creator</p>	<p><b>What does it mean to belong to a christian community?</b></p> <p><b>1.2 Creation Who made the World?</b></p> <p>How do Christians say thank you to God?</p>	<p><b>What does it mean to belong to a jewish community?</b></p> <p><b>1.2 Creation Who made the World?</b></p> <p>Using Art to link to Creation story</p>	<p><b>What does it mean to belong to a muslim community?</b></p> <p><b>1.2 Creation Who made the World?</b></p> <p>How do Christians have a responsibility for the world?</p>	<p><b>What does it mean to belong to a hindu community?</b></p> <p><b>Harvest</b></p>

		Genesis 1:1-2.3					
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