



# Long term planning 2024-25

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)
<b>Key Questions</b>	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?
Driver Virtues	<b>Resilience</b>	<b>Respect</b>	<b>Resourcefulness</b>	<b>Citizenship</b>	<b>Aspiration</b>	<b>Reflection</b>
INSPIRING CHANGE- MAKER CHALLENGES	<b>Inspiring Leaders</b> (Responsibilities given along with training)		<b>Inspiring Researcher</b> linked to SDG (Young Leaders Award)	<b>Inspiring Speaker</b> (Oracy Focus)	<b>Inspiring Learner</b> (New skills)	
<b>UN GOALS</b>	5 Gender Equality 10 Reduced inequalities	11 Sustainable cities & communities 16 Peace, justice & strong institutions	3 Good health & well-being 6 Clean water & sanitation	<b>13 Climate action</b> 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
<b>ENGLISH Drawing Club (Reception/YR1)</b>	Not now Bernard The three little pigs Room on a broom Trap Door	Would you rather Jack and the beanstalk Mr Benn	The giant jam sandwich Jack and the Beanstalk Captain Pugwash	Farmer Duck Rumpelstiltskin Roadrunner	We're going on a bear hunt Little red riding hood Wacky Races	The tiger who came to tea Goldilocks and the three bears Pink panther

<p><b>English</b> <b>YR 1 Writing</b></p>	<p>Strong Start Setting Description Poetry (pattern and rhyme)</p>	<p>Stories with Familiar Settings Instructional Writing Shape Poems and Calligrams</p>	<p>Recount Informal Letters</p>	<p>Stories with Familiar Settings Recount Poetry on a Theme</p>	<p>Informal Letters Setting Descriptions</p>	<p>Poetry on a Theme Instructional Writing</p>
<p><b>MATHS</b></p>	<p><b>Reception:</b> Getting to know you (2 weeks) Match, sort and compare (2 weeks) Talk about and measure patterns (2 weeks)  YEAR 1: Place Value (Within 10)(4 weeks) Addition and subtraction (3 week)</p>	<p><b>Reception:</b> It's me 1,2,3 (2 weeks) Circles and triangles (1 week) 1,2,3,4,5, (2 weeks) Shapes with 4 sides (1 week)  YEAR 1: Addition and Subtraction continued (4 weeks) Geometry -Shape (2 weeks)</p>	<p><b>Reception:</b> Alive in 5 (2 weeks) Mass and capacity (2 weeks) Growing 6,7,8 (2 weeks)  YEAR 1: -Place value within 20 (3 weeks) Addition and Subtraction within 20 (3 weeks)</p>	<p><b>Reception:</b> Length, height and time (2 weeks) Building 9 and 10 (2 weeks) Exploring 3-D shapes (2 weeks)  YEAR 1: - Place value (2 weeks) Length and height (2 weeks) Mass and volume (2 weeks)</p>	<p><b>Reception:</b> To 20 and beyond (2 weeks) How many now? (2 weeks) Manipulate, compose and decompose. (2 weeks) YEAR 1: - Multiplication and division (3 weeks) Fractions (2 weeks) Position and direction (1 week)</p>	<p><b>Reception:</b> Visualise, build and map (2 weeks) Make connections (2 weeks)  YEAR 1: Place value within 100 (2 weeks) Money (1 week) Time (2 weeks)</p>
<p><b>EYFS Topic</b> (Continuous provision, Stories, direct teaching tied into YR1 topic work)</p>	<p>Me and my community <u>Past and present -</u> 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</p>	<p>Seasons - Autumn and Christmas <u>The Natural world -</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <u>Past and present -</u> Understand the past through settings, characters and events encountered in</p>	<p>Dinosaurs <u>Past and present</u> 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</p>	<p>Hot and Cold Places <u>People, Culture and communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p>	<p>Habitats <u>The Natural world</u> 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</p>	<p>At the seaside <u>People, culture and communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <u>Past and present</u> Talk about the lives of the people around them and their roles in society</p>

	<p><u>People, culture and communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p><b>Harvest</b></p> <p><u>The Natural world -</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>books read in class and storytelling.</p> <p><u>People, culture and communities</u> 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.</p>	<p>read in class and storytelling</p>	<p><u>The Natural world</u> 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.</p>	<p>been read in class.</p>	
<b>SCIENCE</b>	<p>Reception- Plants Year1: Plants - Plants and seasons</p>		<p>Reception: Materials Year 1: Changing world - : Materials</p>		<p>Reception: Animals Year 1: The human body and staying healthy - animals and living things</p>	
<b>HISTORY</b>	<p>Changes within living memory</p>		<p>Study the lives of significant individuals - Mary Anning</p>		<p>Study the lives of significant individuals David Attenborough</p>	
<b>GEOGRAPHY</b>		<p>Continents and Oceans/Countries in the UK</p>		<p>Hot and Cold places Capital cities in the UK</p>		<p>Mapping and fieldwork Hot and cold places</p>
<b>DT</b>		<p>Free standing structures</p>		<p>Simple slides and levers</p>		<p>Food: Preparing Fruit and Vegetables</p>
<b>ART</b>	<p>Reception: What can we see?</p>	<p>Christmas card press making</p>	<p>Reception: How can we build worlds?</p>	<p>Reception:How can we explore materials</p>	<p>Reception: How can we explore 3D materials</p>	<p>Reception: How can we use our</p>

	Spirals		Exploring watercolour	and marks?	Making birds	imaginations?
COMPUTING	<b>Barefoot computing Busy Bodies</b> <b>Project Evolve</b> Self Image and Identity:	<b>Barefoot computing Awesome autumn</b> <b>Project Evolve</b> Online Relationships	<b>Barefoot computing Super Space</b> <b>Project Evolve</b> Safer Internet Day Tue 11th February	<b>Barefoot computing Springtime</b>	<b>Barefoot computing People who help us</b> <b>Project Evolve</b> Privacy and Security	<b>Barefoot computing Summer fun</b> <b>Project Evolve</b> Health, Well-Being and Lifestyle
MUSIC	Music Express Foundation Stage – Unit 5 Growth and Change - Loud and Quiet					
MFL: Spanish	Nursery Rhymes	Greetings	Colour and numbers	In the jungle	Transport	Under the sea
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					

	Gymnastics	Dance	Netball	Tennis	Rounders	Athletics
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# Medium term planning 2023 - 2024

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Autumn 1 2024 SELF								
Driver Subject	PSHE		Key Question	Who are we and how do we belong?				
Core texts:	<i>Mixed Mouse Paint</i> <i>Colour Monster starts school</i> <i>Pumpkin soup</i> <i>Olivers vegetables</i> <i>Not now Bernard</i> <i>The three little pigs</i>		Character Virtues	Respect, Resourcefulness, Resilience				
			UN sustainable goal links:	5 - gender equality 10 - reduced inequalities				
Inspiring changemaker challenge	Inspiring adventurer - Woodland walk Inspiring researcher - Combe martin village Inspiring leaders - classroom monitors		Enrichment opportunities/	Cooking Combe Martin Shops visit Woodland walk				
Weekly progress	2.9.24	9.9.24	16.9.24	23.9.24	30.9.24	7.10.24	14.10.24	21.10.24
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	

<b>Writing</b> Reception -daily letter writing practice linked to phonics Year 1 CUSP	Name Writing And self portrait	Reception S,a,t,p CVC words Sat, tap, pat  Strong start writing	Reception l.n.m.d CVC words Dip, man, nap, sad  Strong start writing	Reception G.o.c.k CVC words Tap, dog, cap, kid  Strong start writing	Reception Ck, e, u,r CVC words Mum, sock, ten, cup  Strong start writing	Reception h.b.l.f Hug, big, fat, luck  Setting description	Reception CVC word recap Tricky words The, is, I  Setting description	Reception Caption writing?  Poetry (pattern and rhyme)
<b>Phonics/ Spelling</b>	Reception RBA	Reception Phase 2 Week 1 Year 1 Autumn 1 Week 1	Reception Phase 2 week 2 Year 1 Autumn 1 Week 2	Reception Phase 2 week 3 Year 1 Autumn 1 Week 3	Reception Phase 2 week 4 Year 1 Autumn 1 Week 4	Reception Phase 2 week 5 Year 1 Autumn 1 Week 5	Reception Phase 2 review	Reception Phase 2 review
<b>Handwriting</b>	Dough Disco	Pen Disco Zigzags Dough disco  Long ladder letters	Pen Disco Circles Dough disco  Long ladder letters	Pen Disco Straight lines Dough disco  Long ladder letters	Pen Disco Mmmm Dough Disco  Curly caterpillar letters	Pen Disco Spirals Dough disco  Curly caterpillar letters	Pen Disco Triangles and Squares Dough Disco  Curly caterpillar letters	Pen Disco Dough disco  Curly caterpillar letters
<b>Maths - White Rose</b> Reception  Year 1	Getting to know you (RBA)	Getting to know you (RBA)  Place value to 10	Match, sort and compare  Place value to 10	Match, sort and compare  Place value to 10	Talk about measure and patterns  Place value to 10	Talk about measure and patterns  Addition and subtraction	It's me 1,2,3  Addition and subtraction	It's me 1,2,3  Addition and subtraction
<b>Science</b> Plymouth Science <b>Plants</b>		<b>Lesson 1</b>  LO: To identify and describe the basic	<b>Lesson 2</b>  LO: To identify and describe the	<b>Lesson 3</b>  LO: To identify and describe the	<b>Lesson 4</b> LO: To identify and describe the basic structure of a	<b>Lesson 5</b>  LO: To identify and name a variety of	<b>Lesson 6</b>  LO: To identify and name a variety of	

		<b>structure of a variety of common flowering plants including trees.</b>	basic structure of a variety of common flowering plants including trees.	basic structure of a variety of common flowering plants including trees.	variety of common flowering plants including trees.	common wild and garden plants including deciduous and evergreen trees.	common wild and garden plants including deciduous and evergreen trees.	
<b>History</b> <b>Changes within living memory</b>		How have I grown and changed in my life?	What is it like around here?	What are the shops in my community?	What were the shops like in the past?	How have the shops changed?	How are the shops today different than along time ago?	
<b>Art</b> Access Art Spirals		Make spiral drawings	Develop your drawings	Drawing exercises	Drawing exercises	Drawing exercises	Celebrate	
Music Music Express Foundation Stage – Unit 5 Growth and Change - Loud and Quiet	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Review of Unit	
<b>PE</b> <b>Gymnastics</b>		Intent – I can create 5 basic shapes in gymnastics and hold these for 3 seconds. Implementation – Pupils practice making shapes on their mats.	Intent – I can move in different ways and at different speeds. Implementation – Pupils work on their posture and technique traveling in a	Intent – I can roll safely. I am able to distinguish which roll relates to which static shape. Implementation – Repetition of	Intent – I can jump and land safely. I can demonstrate a stretch jump, jumping jack and star jump. I can follow the instruction and complete the	Intent – I can demonstrate strong straight arms. Work together in pairs to achieve a counter balance with my partner. I can show teamwork		Intent – I can use hand apparatus in gymnastics by throwing, bouncing and rolling a ball. I can also use balance and follow



		<p>Improve flexibility and posture. Impact – Improving balance, flexibility and posture. To have an understanding of gymnastics safety.</p>	<p>variety of ways. Impact – Improving posture, strength and mobility whilst moving.</p>	<p>rolls. To learn the technique of each roll and to use communication with partner to help them achieve their roll Impact – Improving balance, body control and special awareness.</p>	<p>skill on the bench. Implementation – Pupils work on jumps on the mats before progressing to a hoop. Then apparatus. Impact – Improving Strength, balance and coordination of child.</p>	<p>whilst working together with my pair. Implementation – to identify strong and rigid arms as apposed to floppy arms. Use of equipment to help build that strength and develop body control. Perform skill correctly and safely. Impact – For children to build confidence and strength completing these more challenging skills. To improve stillness in balance and improve concentration and focus. Hold balance for up to 3 seconds. Work and communicate effectively with partner.</p>	<p>instruction whilst demonstrating a shape on apparatus. Implementation – Children to learn how to use the hand apparatus safely and sensibly. They are to improve hand eye coordination using a variety of ball sizes throwing, rolling and catching. Impact – For children to build confidence and improve hand eye coordination. To improve stillness in balance and improve concentration and focus. Hold balance for up to 3 seconds. Work</p>
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<b>COMPUTING</b> Barefoot Computing Busy Bodies		Parts of a body	Make a body	Look how we grow	Movement algorithms	Project Evolve Self image and identity		
<b>MFL: Spanish</b> Language Angels <b>Nursery Rhymes</b>		Twinkle, twinkle little star	The little chicks	Old mcdonald	An elephant on a swing	Incy wincey spider	The wheels on the bus	
<b>RE</b> Devon agreed syllabus.  Belong Being Special - Reception		<b>What does it mean to belong to a family</b>  <b>1.2 Creation Who made the world?</b>  Be able to retell the story from Genesis 1:1–2.3	<b>Who am I?</b>  <b>1.2 Creation Who made the World?</b>  Think about God as a creator	<b>What does it mean to belong to a christian community?</b> <b>1.2 Creation Who made the World?</b>  How do Christians say thank you to God?	<b>What does it mean to belong to a jewish community?</b> <b>1.2 Creation Who made the World?</b>  Using Art to link to Creation story	<b>What does it mean to belong to a muslim community?</b> <b>1.2 Creation Who made the World?</b>  How do Christians have a responsibility for the world?	<b>What does it mean to belong to a hindu community?</b> <b>Harvest</b>	