



Green= Prime areas of learning Purple= Specific areas of learning

2020-2021 Long Term Plan Year R

Term and potential themes	<u>Letters and Sounds</u>	Personal Social Emotional Development PSED	Physical Development PD	Communication and Language CL	Literacy L	Maths M	Understanding The World UTW	Expressive Arts and Design EAD
Term 1 All about me	<u>Phase 1 Environmental Sounds</u> <u>Phase 2 –</u> <ul style="list-style-type: none"> Letter sounds blend & segment Week 1 s a t p Week 2 i n m d is, it, in, at Week 3 g o c k and Week 4 ck e u r to, the Week 5 h b f,ff l,ll ss no, go, I Week 6 Revise Phase <p>HFV: a an as at if in is it of off on can dad had back and get big him his not got up mum but put Tricky Words the to I no go into</p>	<u>Building Relationships</u> 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 The Empowerment Approach- learning about my brain!	<u>Moving and Handling</u> <u>Gross Motor Skills</u> Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. <u>Fine Motor Skills</u> Holds pencil between thumb and two fingers, no longer using whole-hand grasp. <u>Health and Self-Care</u> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can	<u>Listening and Attention</u> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <u>Understanding</u> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. <u>Speaking</u>	<u>Reading</u> Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. <u>Writing</u> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.	<u>Number</u> Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.	<u>People and Communities</u> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. <u>The World</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. <u>Technology</u> Knows how to operate simple equipment, e.g.	<u>Exploring and Using Media and Materials</u> Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things Uses various construction materials. <u>Being Imaginative</u> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms.



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			contribute to good health.	Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger).		<u>Shape, Space and Measure</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
Term 2 Mystery and Magic	<u>Phase 3</u> <ul style="list-style-type: none"> Week 1: j w x Week 2: y z,zz qu he, she Week 3: ch sh th ng Alphabet song, we, me, be Week 4: ai ee igh oa was Week 5: oo ar or ur my 	<u>Building Relationships</u> 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 The Empowerment Approach- learning about my brain!	<u>Gross Motor Skills</u> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. <u>Fine Motor Skills</u>	<u>Listening and Attention</u> Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <u>Understanding</u> Responds to simple instructions, e.g. to get or put away an object. Beginning to understand	<u>Reading</u> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. <u>Writing</u> Gives meaning to marks they make as they draw, write and paint. 4.Begins	<u>Number</u> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10.	<u>People and Communities</u> Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. <u>The World</u> Developing an understanding of growth, decay and changes over time. Shows care and concern for	<u>Exploring and Using Media and Materials</u> Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.



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	<ul style="list-style-type: none"> Week 6: ow oi ear air you 		<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p><u>Health and Self-Care</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>'why' and 'how' questions.</p> <p><u>Speaking</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played).</p>	<p>to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p><u>Shape, Space and Measure</u> Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>living things and the environment.</p> <p><u>Technology</u> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers</p>	<p><u>Being Imaginative</u> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose.</p>
<p>Term 3 Daring Discoveries</p>	<p><u>Phase 3</u></p> <ul style="list-style-type: none"> Week 7: ure er they 	<p><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for</p>	<p><u>Listening and Attention Understanding</u> Responds to instructions involving a two-part sequence.</p>	<p><u>Reading</u> Begins to read words and simple sentences. Uses vocabulary and forms of speech</p>	<p><u>Number</u> Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to</p>	<p><u>People and Communities</u> Enjoys joining in with family customs and routines.</p>	<p><u>Exploring and Using Media and Materials</u> Begins to build a repertoire of songs and dances.</p>



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	<ul style="list-style-type: none"> Week 8: Revisit previous GPCs her Week 9: Revisit previous GPCs all Week 10: Revisit previous GPCs are <p>HFW will that this then them with see for now down look too</p> <p>Tricky Words he she we me be was you they all are my her</p>	<p>the face of challenge.</p> <p>Explain the reasons for rules. Know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>The Empowerment Approach- learning about my brain!</p>	<p>themselves and others</p> <p><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.</p> <p><u>Speaking</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><u>Writing</u> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><u>The World</u> Looks closely at similarities, differences, patterns and change.</p> <p><u>Technology</u> Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>Being Imaginative</u> Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group</p>
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						<p>on own interests and fascinations.</p> <p><u>Shape, Space and Measure</u> Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>		to develop and act out a narrative.
<p>Term 4 Here We Are</p>	<p><u>Phase 3</u></p> <p>Consolidation</p> <p>Sentence building and revisiting previously taught sounds.</p> <p>Assessments.</p>	<p><u>Managing Self</u></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their</p>	<p><u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others</p> <p><u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p><u>Listening, Attention and Understanding</u> Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Speaking</u> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and</p>	<p><u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p><u>Word Reading</u></p>	<p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the</p>	<p>Past and Present 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><u>Creating with Materials</u></p> <p>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</p>



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		behaviour accordingly. The Empowerment Approach- learning about my brain!		clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their 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 <u>Writing</u> Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.	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.	<u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.	characters in narratives and stories. <u>Being Imaginative and Expressive</u> 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
Term 5 Wonderful Water	<u>Phase 4</u> Recognition & Recall of previous phase Week 1: said, so Week 2: have, like, some, come Week 3: were, there, little, one Week 4: do, when, out, what HFW went it's from children just help Tricky Words said have like so do some come were	<u>Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. The Empowerment Approach- learning about my brain!	<u>Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy	<u>Listening, Attention and Understanding</u> 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. <u>Speaking</u> Participate in	<u>Comprehension</u> 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. <u>Word Reading</u> Say a sound for each letter in	<u>Number</u> 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 <u>Numerical Patterns</u> Explore and represent patterns within	<u>Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on	<u>Creating with Materials</u> 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



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	there little one when out what		and care when drawing.	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.	the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending <u>Writing</u> Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.	numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	knowledge from stories, nonfiction texts and (when appropriate) 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. <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.	narratives and stories. <u>Being Imaginative and Expressive</u> 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
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<p>Term 6 Magnificent Minibeasts</p>	<p>Phase 4</p> <p>Consolidation</p> <p>Sentence building and revisiting previously taught sounds.</p> <p>Assessments.</p>	<p><u>Self-Regulation</u></p> <p>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.</p> <p>The Empowerment Approach- learning about my brain!</p>	<p><u>Gross Motor Skills</u></p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills</u></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>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.</p> <p><u>Speaking</u></p> <p>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><u>Comprehension</u></p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p><u>Word Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u></p> <p>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><u>Number</u></p> <p>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</p> <p><u>Numerical Patterns</u></p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>Past and Present</u></p> <p>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><u>People, Culture and Communities</u></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>The Natural World</u></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>Creating with Materials</u></p> <p>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.</p> <p><u>Being Imaginative and Expressive</u></p> <p>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</p>
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