

# Torre C of E Academy

## Long Term Plan

### EYFS – Reception

Our Reception Unit promotes SOLE (self organised learning experiences) and has a range of learning materials on offer daily both in our inside and outdoor environments. Children are encouraged to post any independent learning into their filing box in our 'SOLE Sorting Office', this is then added to their special Learning Diary along with their parent's contributions and observations from adults. We use observations to continually adapt our learning environment and activities. This is based on the individual interests and needs of our children and the next steps needed to further their development.

	Autumn		Spring		Summer	
	1 TOPIC Transition/ Ourselves and family	2 TOPIC Space leading to Christmas	1 TOPIC Children around the world	2 TOPIC Dinosaurs	1 TOPIC Under the sea	2 TOPIC Animals and their habitats / Transition
<b>Personal, Social and Emotional Development</b>						
<b>Making Relationships</b>	Making friends Initiating conversations Play in a group	Making friends Initiating conversations Play in a group	Initiate conversation, take account of others Ask questions Understand we are all different and share similarities and differences with children around the world.	Taking account of others needs and feelings. Questioning in talking twos.	How can we make new friends? What can we say and how should we behave? Role play (Transition preparation)	Listening and taking into account others ideas Taking account of others needs. Build relationships with the year one children/adults ready for transition.
<b>Self Confidence and self awareness</b>	Abilities – past, present and future Joining in with circle games, ring games and stories Selecting and using independently	Joining in with circle games, songs and stories Selecting and using resources independently	Dressing independently Enjoys responsibilities Confidence to share thoughts	Initiating conversations Confidence Sharing own needs Questioning Enjoys responsibilities	Expressing their likes Talk about ideas More independent working groups	Talk about ideas Selecting appropriate tools and resources  What does the Y1 teacher need to know about me? Visits.
<b>Managing feelings and behaviour</b>	Adapting to new routines and structure Respect for property Separating from main carer Feelings and emotions Changes Use mood boards	Adapting behaviour Awareness of boundaries and expectations Problem solving in the environment.	Conflict resolution Respect for belongings Awareness of dangerous situations Take turns and share Boundaries and expectations	Effective problem solving with peers. Understand the need for classroom rules and can refer to them when dealing with a difficult situation.	Feelings of others Something special to them How actions affect others	Changes Feelings and Emotions Conflict resolution Adjusting behaviour Understand and discuss appropriate/inappropriate behaviour

Physical Development						
<b>Moving and Handling</b>	Body actions Spatial awareness Balancing Large movements-writing Constructing 1 handed tools and equipment Name writing/handwriting linked to phonics PE starts	Pencil grip and control Forming letter correctly Control of objects Name writing/handwriting linked to phonics  Children encouraged to explore the fine motor skills zone, once a week.	Increasing control and safety Handling tools for cooking e.g. rolling pin, cutters etc. Name writing/handwriting linked to phonics	Ball skills - Large balls Safety and control with objects Use of tools- cooking at café snack, handwriting, scissors etc. Name writing/handwriting linked to phonics Digging up fossils in the sand pit.	Large and small movements Control Handle tools and equipment effectively Pencil writing Name writing/handwriting linked to phonics	Explore range of animal movements large and small. Large Apparatus Co-ordination with large and small equipment Sports Day Travel confidently Negotiating space Name writing/handwriting linked to phonics
<b>Health and Self-Care</b>	Body awareness-cold/hungry Dressing with support Managing toileting skills independently Healthy/unhealthy foods Understands need for safety Risk taking	Express feelings/needs appropriately Dresses with support- P.E. and role play Makes healthy choices at café snack Understands need for safety Considers risks	Effect exercise has on body Importance of exercise Express feelings/needs Dresses independently Healthy practice	New challenges and safety Dress independently Understands need for safety Manages risks Healthy lifestyles	Healthy eating – fruit Dental hygiene Healthy/unhealthy food Know importance of healthy lifestyle	Managing own personal hygiene Know importance of healthy lifestyle  When I move to year one how will I care for myself with more independence?
Communication and Language						
<b>Listening and Attention</b>	Listen and respond to stories for short periods Listen to instructions/directions Phonological awareness Rhyming Phonics starts/banding	Phonological awareness Participation in rhymes and stories linked to space Listens to a small group during check in and shows an interest in what they have to say.	Phonological awareness Listen to stories-increasing attention Participation in rhymes and stories Listens to a small group during check in and makes comments related to what another child has said.	Phonological awareness Listening in a range of situations Active listening attentively in whole class learning	Rhyming Riddles Hot seating-Barry Answer how/why questions Phonological awareness Listen and respond effectively Listening attentively in whole class learning	Reading and following instructions Sequences more complex stories Maintains attention and concentration Active listening attentively in whole class learning
<b>Understanding</b>	Respond to instructions Begin to move up the class independence ladder.	Why and how questions Respond to instructions from adults and peers.	Respond to instructions Why and how questions Understanding 2 part instructions	Understanding 2 part instructions from adults and peers. Understands and uses dinosaur names.	Riddles Fill in replacement words in text Answer how and why questions	Following instructions Understands humour  Delivers 2 part instructions to peers.
<b>Speaking</b>	Discussion-past and present Explanations Describing work Use vocabulary associated with particular theme	Questioning and explanations Use of vocabulary – objects and people Role play Take part in the school nativity performing in front of our families.	Sharing ideas Complex sentences Connecting ideas Questioning and explanations Tenses Use of vocabulary linked to our topic 'Children around the world'. Talk	Use talk in different ways Extend vocabulary Explanations Tenses Use talk to connect ideas Explore meaning and sounds of words Understands and uses dinosaur names.	Ask questions to further understanding linked to topic. Role play Tenses Develop own narratives Talks in front of a group.	Creating stories Develop more problems/storylines in the role play areas inside and outside. Ask the zoo keeper a question.

			confidently sharing their understanding of the lives of others.			
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**Literacy**

<p><b>Reading –</b> Our synthetic phonics programme will be delivered all year to children at their individual stage of development. Jolly phonics actions and images will be used as a key resource.</p>	<p>Respect for books and orientation Hearing and matching initial sounds Labelling Sentence properties Rhyme Recognise familiar words and logos Interest in print Non-fiction Home reading starts Early concepts of print Non-fiction texts</p>	<p>Aliens love underpants The nativity story Participation in rhymes and stories Describing stories Recognise familiar words and logos Interest in print Book orientation Initial sounds beginning to blend CVC words. Non-fiction texts</p>	<p>Handa's surprise. Read simple recipes to make different snack linked to our children around the world topic.  Share postcards we have received from family and friends at home.</p>	<p>Cvc matching Rhyming Blend and segment Information retrieval Non-fiction texts Room on the broom Harry and the dinosaurs go to school How to grow a dinosaur Harry and the dinosaurs The magic porridge pot The polar bear and the snow cloud Guided reading – daily reading groups</p>	<p>Rhyming – Commotion in the ocean Reading instructions 3 Pigs Sand castle competition Rainbow fish Inference Understand what has been read Non-fiction texts Shares books they enjoy with the class. Guided reading – daily reading groups</p>	<p>Reading and understanding print Phonics Answering/Asking questions about text. Non-fiction texts Read instructions-Sequence Read and understand Irregular words Guided reading – daily reading groups</p>
<p><b>Writing –</b> Writing opportunities will always be available in a variety of learning environments both inside and outside. Children will be encouraged to write for many different purposes and this writing should always be relevant to their own experiences.</p>	<p><b>Storytelling text: I'm absolutely too small for school.</b>  Mark making and give meaning to their marks Large movements Sentence properties Handwriting starts Begin to link letters to the sounds they make. Begin to verbally construct sentences.</p>	<p><b>Storytelling text: Aliens love underpants.</b>  Gives meaning to marks Begins to write some initial sounds Uses clearly identifiable letters in emergent writing. Writes own name Labels and captions describing fireworks. Writing linked to aliens and our key text. Letters to Father Christmas.</p>	<p><b>Storytelling text:</b>  Begins to write labels and captions with increasing independence. Rhyming Promote writing in a variety of learning areas including role play. Postcards from other parts of our world. Create a passport.</p>	<p><b>Storytelling text:</b>  Writing cvc words independently and starting to form some sentence structures. Blends and segments. Begins to use high frequency word knowledge to spell words which are not phonetically plausible. Dinosaur menu- role play Maps to find dinosaur fossils.</p>	<p><b>Storytelling text:</b>  Posters for sand castle competition Instructions Sentence construction Sentence structure Descriptive language Lists Non-fiction beach safety posters</p>	<p><b>Storytelling text: Giraffes Can't Dance.</b>  Writing for different purposes Phonics Simple sentences and compound sentences Irregular words Thank you letter to the zoo All about me information for my new teacher.</p>

**Mathematics**

<p><b>Numbers</b></p>	<p>Counting songs Number names and number language 1 to 1 correspondence 1 more/1 less Number recognition Represent numbers with marks Count to 10</p>	<p>Counting songs 1 to 1 correspondence Number recognition Represent numbers with marks Begin to count and order numbers beyond 10 Match numerals to groups Addition and subtraction vocabulary</p>	<p>Counting songs 1 to 1 correspondence Number recognition Problem solving 1 more/1 less Selecting correct numeral Separating groups in different ways Estimation More and fewer Explore how to count to</p>	<p>Counting songs Addition/subtraction Number recognition Counting and matching Money 1 more/1 less Problem solving Sharing Matching numeral to groups</p>	<p>Counting songs Number sequencing Addition and subtraction Number bonds Doubling and halving Number writing</p>	<p>Counting songs Addition and subtraction Counting on and backwards Number line work Number bonds Working with numbers to 20 and beyond Number writing Problem solving-story</p>
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			10 in another language.			sums
<b>Shape, Space and Measure</b>	Positional language Shapes and their properties Repeated patterns Exploring shapes	Interest in patterns through SOLE Interest in shapes and their properties 3D and 2D shape descriptions Selecting named shapes Build models-shapes Measuring time	Sorting Measuring time 3D and 2D shape descriptions Ordering of size and weight Flags from around the world- patterns and shapes.	Ordering size- dinosaurs Height/weight Time- long periods of time (dinosaurs) Short periods of time (my day).	Different sized containers – castles Different sized containers - capacity 3D shapes Match sticks and dough for 3D shapes Repeating patterns Size/shapes bubbles	Measuring and comparing sizes, height, capacity and weight Share fruit for salad between 2 Explore the KS1 maths room. How do I select maths resources independently?

### Understanding the World

<b>People and Communities</b>	Position in the family Significant experiences and events Describe special times and events	Describe special times and events Different occupations/way of life- how might we be different to the alien in our story? Family customs and routines.	Learn about and celebrate similarities and differences linked to children around the world. Explore a day in the life of.... (child in another country) Explore photos from home of various trips and holidays.	Similarities and differences Uniqueness	Religious buildings Local area Similarities and differences Past and present events	Healthy eating and Importance of exercise Similarities and differences environment Past and present events
<b>The World</b>	Exploring senses Body anatomy Seasons Care and concern for living things/environment	Comments/questions- natural world Observation and discussion-natural world Guy Fawkes Diwali	Beliefs and cultures Explore a variety of food and celebrations from a range of cultures and countries.	Fossils Investigation and discussion Changes over time Observations and discussions Caring for plants	Build houses from different materials Mixing sand and water – moulds Sort land and sea Life cycles Similarities and differences Environment features Observations and explanations	Explore a range of habitats and animals. Experiments- growing plants Magnifying glasses for outside Similarities and differences Observations and explanations
<b>Technology</b>	Mouse control Operating simple equipment	Operating IT equipment Interest in technological toys Microsoft surface introduced with simple phonics programmes to be used during SOLE.	Mouse skills Keyboard skills IT equipment Completing simple programs Information retrieval Bee-bots introduced	Mouse skills Keyboard skills IT equipment Completing simple programs Information retrieval Bee-bots continued	Keyboard skills (sentence construction) Bee bots and other programmable toys Selecting technology for particular purpose	Pictograms Keyboard skills (sentence construction) Bee bots and other programmable toys Technology used in homes and schools Recognise range of equipment exists

### Expressive Arts and Design

<b>Exploring and</b>	Texture	Repeated rhythms	Colour and colour mixing	Textures	Sand pictures	Designing and making
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<b>using media and materials</b>	Singing familiar songs Dancing and ring games Selecting and using tools purposefully Clay letters Leaf rubbings	Changing sounds Exploring use of lines Manipulating materials Constructs purposefully using variety of resources Junk modelling free play	Collage Texture Movements to music Tools and techniques competently Adapting work Junk modelling free play	Using tools Using different media creatively Manipulating materials Large scale junk modelling outside. Layering to create fossils.	woodwork deck chairs observational drawings printing music and dance materials	Looking at different artists work Exploring and representing own ideas through different media manipulation materials
<b>Being Imaginative</b>	Past experiences-role play Reflecting and modifying  Singing and dancing once a week with Nursery linked to topic.	Build stories around toys Simple representations Act out narratives  Singing and dancing once a week with Nursery linked to topic.	Response to artists and intruments from around the world. Singing and dancing Selecting and changing ideas Movement and feelings Dance and song creations	Adapting work Movement Expressing ideas, feelings and thoughts- movement and gesture  Singing and dancing once a week with Nursery linked to topic.	Designing and building a sand castle Design and make flag for sand castle Make pig/wolf masks Dance-music and ribbons Role play Change endings to stories	Creating own songs, dances, music Role play Representing ideas, feelings and thoughts  Singing and dancing once a week with Nursery linked to topic.
<b>Hook and outcomes</b>  <b>WOW days</b>	<b>Hook:</b> Starting 'big school' and having a tour of the building.  <b>Outcome:</b> Stay and play sessions start for the children's families.	<b>Hook:</b> Alien day. Children dress as an alien and bring in alien party food.  <b>Outcome:</b> Children visit the model village to explore Christmas.	<b>Hook:</b> Children will cook and explore a variety of foods from different countries and cultures. <b>Outcome:</b> Children video call another class from a different country. Talk about school life and compare.	<b>Hook:</b> Dinosaur themed day. Digging for fossils, how large where the dinosaurs, video clips etc. <b>Outcome:</b> The children share what they have learned about the dinosaurs in an assembly.	<b>Hook:</b> Exploring the rock pools at Godrington sands.  <b>Outcome:</b> Under the sea collage created using natural materials and the children's own ideas.	<b>Hook:</b> Explore animals and their habitats at Paignton Zoo.  <b>Outcome:</b> The children create a class information book about animals and share it with yr 1 teacher.