

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme overview	Animals Where do animals live? Hook: Children arrive to large box delivery from the zoo	My Life What makes me, me? Hook: Fairies leave the children a new book	Heroes and Helpers If you've got a problem-who are you going to call? Hook: Set up a problem scene that needs a 'superhero' to come and fix	Nature and changes How do things grow? Hook: Find a tiny egg on a leaf in the outdoor area	Food and Farming Where does food come from? Hook: A new plant has appeared in our garden, what could it be?	Adventure and Journeys How do we travel to different places? Hook: A rocket has crash landed outside Nursery
Personal, Social and Emotional Development	Settling children into routines. Themes of friendship; sharing, kindness, resolving conflict. Jigsaw – Piece 1 – Being Me in My World	Embedding routines and behaviour. Themes of expressing interests, working as part of a group, listening to each other. Anti-Bullying Day Jigsaw – Piece 2- Celebrating Difference	Themes of personal safety, conflict resolution, teamwork, friendship, understanding feelings. N2's- Jigsaw – Piece 3 – Dreams and Goals N1's- circle games- outdoors eg Farmer's in the den etc	Themes of belonging, adjusting behaviour to changes/situations, safety in the environment. N2's-Jigsaw – Piece 4 – Healthy Me N1's- Interactive music sessions	Themes of helping, working cooperatively, negotiating, sensitivity to others, problem solving, confidence, independence, resilience, perseverance. N2's-Jigsaw – Piece 5 – Relationships N1's circle games- eg pass the smile etc	Themes of confidence, resilience, independence, perseverance, managing and talking about feelings/behaviour, adapting, developing positive relationships. N2's-Jigsaw – Piece 6 – Changes N1's- parachute games outdoors
Physical Development	<ul style="list-style-type: none"> ○ PE with Mr Jones ○ Toileting ○ Partner work (floor gymnastics) ○ Independence with self-care, helping each other ○ Taking turns 	<ul style="list-style-type: none"> ○ PE with Mr Jones ○ Gross motor movements – dance ○ Manipulating materials ○ Healthy eating 	<ul style="list-style-type: none"> ○ N2's-PE with Mr Jones ○ Group work ○ Ways of moving ○ Healthy lifestyles/routines 	<ul style="list-style-type: none"> ○ N2's-PE with Mr Jones ○ How we travel safely? N1's ○ Daily routines (basic hygiene) ○ Risk management 	<ul style="list-style-type: none"> ○ N2's-PE with Mr Jones ○ Ball skills ○ N1's-Ways of moving ○ Joining and manipulating ○ Healthy Eating 	<ul style="list-style-type: none"> ○ N2's-PE with Mr Jones ○ Growing (ourselves) ○ Healthy lifestyles ○ Team Games ○ N1's-Ball skills
Communication and Language	Initiating conversations, listening to each other, responding to each other Early Talk Boost	Talking about their own experiences, retelling past events, answering how/why questions Early Talk Boost	Sharing ideas and expressing opinions in group/class contexts N1's Good listening skills- introduce listening Leo	Talking in role, N2's- retelling stories, creating a narrative N1's Early Talk Bost	N2's -Extending narratives, connecting ideas, N1's -developing vocabulary, N2's -developing awareness of humour N1's listening games	Discussing their feelings, N2's -reasoning and explaining, anticipating future events N1's listening games

RISE PARK PRIMARY F1 LONG TERM PLAN 2021-2022

<p>Writing</p>	<p>Make up stories and drawings in response to experiences and sometimes gives meanings to our drawings and paintings Squiggle Whilst you wiggle</p>	<p>Include mark making and early writing in their play. Mark making from left to write. Squiggle Whilst you wiggle</p>	<p>N2's-Name writing Squiggle Whilst you wiggle N1's- mark making opportunities with malleable materials/paint etc</p>	<p>N2's-Name writing Squiggle Whilst you wiggle N1's- mark making opportunities with malleable materials/paint etc</p>	<p>Showing an interest in letters in their environment, name and other words N2's-Name Writing N1's – mark making patterns</p>	<p>Uses letter type shapes to represent initial sounds of their names Gives meanings to marks they make as they draw, write and paint N2's-Name Writing N1's- mark making patterns- linked to letter shapes</p>
<p>Reading</p>	<ul style="list-style-type: none"> ▪ Dear Zoo ▪ Owl Babies <p>Additional Books: Brown Bear, Brown Bear Polar Bear, Polar Bear N2- Phonics- Phase 1 focus on environmental and instrumental sounds and body percussion</p>	<ul style="list-style-type: none"> ▪ Super Duper You! ▪ Celebrate with me Diwali ▪ Little Owl and the star (Christmas) <p>N2- Phonics- Phase 1 focus on listening to sounds, voice sounds, rhyme and rhythm</p>	<ul style="list-style-type: none"> ▪ Superworm ▪ A superhero like you by Dr Ranj <p>N2- Phonics- Phase 1 focus on rhyme and rhythm, alliteration N1-Phonics- focus on good listening skills (using visual prompts/eye contact)- nursery rhymes and stories</p>	<ul style="list-style-type: none"> ▪ The Very Hungry Caterpillar ▪ Jack and the Beanstalk <p>N2- Phonics- Phase 1 focus on rhyme and rhythm, alliteration N1-Phonics- focus on good listening skills (using visual prompts/eye contact)- nursery rhymes and stories</p>	<ul style="list-style-type: none"> ▪ The little Red Hen ▪ The enormous turnip <p>N2- Phonics- Phase 1 focus on rhyme and rhythm, alliteration and oral blending/segmenting N1-Phonics- focus nursery rhymes and rhyming/sound stories</p>	<ul style="list-style-type: none"> ▪ Whatever Next ▪ Lost and found <p>N2- Phonics- Phase 1 focus on rhyme and rhythm, alliteration and oral blending/segmenting N1-Phonics- focus nursery rhymes and rhyming/sound stories</p>
<p>Maths</p>	<p>Early Number Sense Counting and representing numbers to 5 Making comparisons between quantities using language such as more/a lot Recognise patterns in pictures and routines Use past and future language Use size language</p>	<p>Early Number Sense Counting and representing numbers to 5 Comparing 2 groups saying when they have the same number Show an interest in number problems Notice shapes in pictures/environment Play with shapes Make arrangements with objects</p>	<p>Early Number Sense N2's-Counting and representing numbers to 5/10 Sorting/comparisons/sorting Recite numbers in in order to 10 Composition, seeing parts Repair a pattern Show an interest in shape and talk about shape arrangements Use positional language Object counting N1's- Number rhymes to 5 eg 5 little ducks Active counting to 10</p>	<p>Early Number Sense N2's-Counting and representing numbers to 5/10 Comparison-perceptual Sometimes matches numeral-quantity correctly Knows how many objects counted represent how many are in a set Describe and name 2D shapes N1's- Number rhymes to 5 eg 5 little ducks Active counting to 10</p>	<p>Early Number Sense N2's-Counting and representing numbers to 5/10 Describe and name 2D shapes Explore 3D shapes Comparing size/weight/length etc. of items Sequencing everyday events and stories N1's- Number rhymes to 5 eg 5 little ducks Pattern- sorting and matching</p>	<p>Early Number Sense N2's-Counting and representing numbers to 5/10 Reciting numbers forward and backwards to 10. Recognise numerals 0-10 N1's- Number rhymes to 5 eg 5 little ducks Pattern- sorting and matching</p>

RISE PARK PRIMARY F1 LONG TERM PLAN 2021-2022

			Shape bag	Shape bag		
Understanding the World	<ul style="list-style-type: none"> Autumn Harvest Festival Goose Fair Looking at similarities and differences relating to animals and where they live 	<ul style="list-style-type: none"> Autumn/Winter Bonfire Night Diwali Remembrance Sunday Children in Need Christmas Similarities and differences between each other 	<ul style="list-style-type: none"> Winter Chinese New Year Pancake Day Looking at different occupations of people who helps us 	<ul style="list-style-type: none"> Winter/Spring Mother's Day Easter Sport Relief Life cycle of a butterfly Looking at what seeds need to grow 	<ul style="list-style-type: none"> Spring/Summer St. George's Day Eid-al-Fitr Where food comes from Life on a farm 	<ul style="list-style-type: none"> Summer Father's Day Summer Fair Space Different habitats Journeys/transport
Expressive Arts and Design	<p>Printing – handprints</p> <p>Charanga music</p> <p>Rhythm.</p> <p>Singing nursery rhymes.</p> <p>Colour mixing</p> <p>Self-portraits (baseline)</p> <p>Transitional art</p> <p>Collaging different animals</p>	<p>Singing, dancing, acting</p> <p>Charanga music</p> <p>Performing</p> <p>Making for a purpose – Christmas cards, calendars etc</p>	<p>Design a superhero cape</p> <p>Charanga music</p> <p>N2's-Acting out stories</p> <p>Superhero music</p> <p>N2's colour mixing with ready mixed paint</p> <p>N1's- using the creative work area</p>	<p>Constructing with purpose – Mother's Day cards</p> <p>N2'sPainting and drawing with different media</p> <p>Charanga music</p> <p>Performing in different role</p> <p>N1's- using the creative work area</p>	<p>Using resources to create props</p> <p>N2's Using media in different ways -</p> <p>N1's Simple representation</p> <p>N2's Adding narrative to role play</p> <p>Charanga music</p> <p>N1's joining materials</p>	<p>Manipulating materials</p> <p>N2's Observational creations using mixed media – painting on different surfaces.</p> <p>Charanga music</p> <p>N1's joining materials</p>
Parental Engagement	<p>Parents Evening</p> <p>Invite parents in to share children's pets</p>	<p>F1 Stay and Play</p> <p>EYFS Nativity</p> <p>Parents meeting re curriculum</p> <p>Reading Cafe</p>	<p>Invite parents in to talk about their jobs</p> <p>Reading Cafe</p>	<p>F1 Stay and Play</p> <p>World Book Day</p> <p>Parents Evening</p> <p>Jack and the beanstalk performance for parents</p> <p>Reading Cafe</p>	<p>F1 Stay and read/write-N2's</p> <p>N1's stay and play</p> <p>Reading Cafe</p>	<p>F1 Stay and Play</p> <p>Reports-N2's</p> <p>F1 Graduation-N2's</p> <p>Reading Cafe</p>
Emotional Awareness	<p>To encourage children to demonstrate kindness towards their peers</p> <ul style="list-style-type: none"> How do we care for our pets? How do animals make us feel? How did the babies feel when Mummy left them 	<ul style="list-style-type: none"> Is it okay to be scared of fireworks? How does Ravana's behaviour impact Rama and Sita? What does Hanuman do to 	<ul style="list-style-type: none"> How does it make you feel when you help somebody? Have you ever helped somebody? How did you feel when someone has helped you? 	<ul style="list-style-type: none"> How did Jacks Mum feel when he came back with beans? How did jack feel when climbing up the beanstalk? How did the Giant feel when Jack entered/stole 	<ul style="list-style-type: none"> How did they feel once the turnip was pulled out? How did the little red hen feel when no one would help her? Should the little red hens friends 	<ul style="list-style-type: none"> What would you do if a penguin/animal turned up on your doorstep? How would you help the Penguin? Would you feel sad if your favourite toy/pet went away.

RISE PARK PRIMARY F1 LONG TERM PLAN 2021-2022

		<p>show that he is kind?</p> <ul style="list-style-type: none"> How can you show that you are grateful? 	<ul style="list-style-type: none"> How did Superworm help? 	<p>things from his castle?</p> <ul style="list-style-type: none"> How did the caterpillar feel after eating all of the food on Saturday 	<p>should of helped her?</p>	<ul style="list-style-type: none"> What would you do if you lived in space? Who would you miss if you went to the moon?
Knowledge of the World	<p>To make observations of animals and understand that all living things need caring for, in different ways</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>To develop greater awareness of celebrations in their own lives and the lives of others</p> <p>To begin to be aware of similarities and differences between themselves and others</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>To be aware of different occupations in the world</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>To know and make observations of living things and how they change e.g life cycle of a butterfly</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>To understand how their environment changes</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>To know that change is part of growing up</p> <p>To explore different parts of the world</p> <p>To begin to explore how they can use technology to gather information – Purple Mash</p> <p>Postcards from Paddington Bear (UNICEF)</p>
Possibilities & Enquiries	<p>HOMEWORK PROJECT: Bring a photo of pets/favourite animals</p>	<p>THEME DAY: What we want to be when we grow up</p>	<p>If they had a superpower what would it be and why?</p>	<p>HOMEWORK PROJECT: Beanstalk challenge</p>	<p>How do we make bread?</p>	<p>How can we travel to different parts of the world?</p>
Diversity	<p>Respecting each other's likes and dislikes, opinions and preferences</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>Exploring, comparing and valuing other cultures and life styles</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>Exploring peoples perceptions of what a superhero is</p> <p>Understanding of feelings and emotions and how we express them.</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>Exploring the concept that Jack didn't have any money</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>Look at different ways of how people make bread around the world</p> <p>Tasting different breads</p> <p>Postcards from Paddington Bear (UNICEF)</p>	<p>Looking at how people travel around the world e.g gondolas, rickshaw</p> <p>Postcards from Paddington Bear (UNICEF)</p>
Trips & Visits	<p>Children to settle</p>	<p>Theatre Education Group – Diwali</p>	<p>Police and fire engine to visit school</p>	<p>Baby caterpillars from Insect Lore</p>	<p>White Post Farm to visit school</p>	<p>Lakeside Arts storyteller to visit school</p>

RISE PARK PRIMARY F1 LONG TERM PLAN 2021-2022

Role-Play	F1-Vets Domestic Role play themes: Kitchen	F1- Clothes shop Domestic Role Play themes: Party house	F1-Outdoors- Fire station Domestic Role Play themes: Add babies	F1- Garden Centre (outdoors) Domestic Role Play themes: Bedroom	F1-Café Domestic Role play themes: Add beauty items/hairdressing	F1-School Domestic Role Play themes: Cleaning
-----------	---	--	---	---	--	--