

Compton and Up Marden: Long Term Plan Cycle A Class: Year R and Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Super Me, Super You!	Space Explorers Christmas	Dungeons and Dragons	An Island Home/The Jolly Postman	Creepy Crawlies/ Near and Far/ Down Under	Beside the Sea
Role Play	Home corner	Space Ship	Castle	Farm/post office	Creepy Crawley Investigation Lab	Ice cream shop
	Longitudinal Study – Seasonal Changes – Trees					

<p>Science/UTW</p>	<p>Animals Including Humans – Ourselves. <u>The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. <u>Year 1</u></p> <ul style="list-style-type: none"> • Be able to name and locate parts of the human body, including those relating to the senses. • Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals. • Be able to describe and compare the observable features of animals from a range of groups. 	<p>Everyday Materials – Let’s Build! <u>EYFS UtW The World</u> * Children know about similarities and differences in relation to places, objects, materials and living things. <u>Year 1</u></p> <ul style="list-style-type: none"> • Recognise the difference between the name of an object and the material from which it is made. • Identify a range of everyday materials including wood, plastic, glass, metal, water and rock. • Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent. • Understand how to group everyday materials according to their physical properties. 	<p>Everyday Materials – Marvellous Materials <u>EYFS UtW The World</u> * Children know about similarities and differences in relation to places, objects, materials and living things. <u>Year 1</u></p> <ul style="list-style-type: none"> • Recognise the difference between the name of an object and the material from which it is made. • Identify a range of everyday materials including wood, plastic, glass, metal, water and rock. • Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not waterproof, absorbent/ not absorbent, opaque/ transparent. • Understand how to group everyday materials according to their physical properties. 	<p>Animals including Humans – Farm animals <u>EYFS UtW The World</u> *Children know about similarities and differences in relation to places, objects, materials and living things. * They make observations of animals and plants and explain why some things occur, and talk about changes <u>Year 1</u></p> <ul style="list-style-type: none"> • Be able to name and locate parts of the human body, including those relating to the senses. • Be able to identify and name different common animals including fish amphibians, reptiles, birds and mammals. • Be able to describe and compare the observable features of animals from a range of groups. • Recognise that animals can be grouped according to whether they are carnivores, herbivores and omnivores. 	<p>Plants – What’s Growing in our Garden? <u>EYFS UtW The World</u> * Children know about similarities and differences in relation to places, objects, materials and living things. * They talk about the features of their own immediate environment and how environments might vary from one another. * They make observations of animals and plants and explain why some things occur, and talk about changes <u>Year 1</u></p> <ul style="list-style-type: none"> • Be able to name a variety of different plants (including deciduous and evergreen trees). • Understand and describe how plants are suited to different habitats. • Understand and describe the structure of plants including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem. 	<p>Seasonal Changes – Wonderful Weather <u>EYFS UtW The World</u> * They talk about the features of their own immediate environment and how environments might vary from one another. <u>Year 1</u></p> <ul style="list-style-type: none"> • Understand and describe the main changes across the seasons. • Understand weather associated with the seasons. • Understand how day length varies across the year.
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<p>History/UTW</p>	<p>History not in focus this half term for Y1</p> <p>EYFS People and Communities 1. Shows interest in the lives of people who are familiar to them. 2. Remembers and talks about significant events in their own experience. 3. Recognises and describes special times or events for family or friends.</p>	<p>EYFS People and Communities 1. Children talk about past and present events in their own lives and in the lives of family members. Year One Lives of significant individuals First Moon Landing Neil Armstrong</p>	<p>EYFS People and Communities 1. Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>Events beyond living memory- Castle life</p>	<p>History not in focus this half term for Y1</p>	<p>History not in focus this half term for Y1</p>	<p>EYFS People and Communities 2.They know that other children have different likes and dislikes and that they may be good at different things.</p> <p>Changes within living memory – Seaside holidays past and present.</p>
<p>Geography/UTW</p>	<p>EYFS The World 1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Locational Knowledge – our school and where we live</p>	<p>Geography not in focus this half term for Y1</p>	<p>Geography not in focus this half term for Y1</p>	<p>EYFS The World 2.They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Human and Physical geography & Geographical skills and fieldwork - Islands Locational Knowledge - Maps</p>	<p>EYFS The World 1.Children know about similarities and differences in relation to places, objects, materials and living things. 2.They talk about the features of their own immediate environment and how environments might vary from one another. Place Knowledge – Australian Rainforest contrast with UK woodland</p>	<p>Geography not in focus this half term for Y1</p>

Art/EAD	<p><u>EYFS Exploring and using media and materials</u> 16. Explores what happens when they mix colours. Self Portraits Painting</p>	<p><u>EYFS Being imaginative</u> 13. Chooses particular colours to use for a purpose. Van Gogh's Starry Night Picture</p>	<p><u>EYFS Exploring and using media and materials</u> 19. Manipulates materials to achieve a planned effect. Design a coat of Arms</p>	<p><u>EYFS Exploring and using media and materials</u> 17. Experiments to create different textures. To look at the Scottish felt artist Moy McKay and create a wet felted piece of art work</p>	<p><u>EYFS Exploring and using media and materials</u> 16. Explores what happens when they mix colours. Aboriginal Art Dot paintings To look at the work of famous dot artists</p>	<p><u>EYFS Exploring and using media and materials</u> 19. Manipulates materials to achieve a planned effect. 20. Constructs with a purpose in mind, using a variety of resources. 21. Uses simple tools and techniques competently and appropriately. 22. Selects appropriate resources and adapts work where necessary. Sand sculptures</p>
Design Technology/EAD/PD	Cooking and Nutrition (linked to The Enormous Turnip – Make soup)	Design, Make, Evaluate - Moon Buggies – wheels and axels	Design, Make, Evaluate - Make a Castle with a drawbridge - winders	Mod Roc Island	Cooking and Nutrition (linked to Science – growing??)	Textiles – decorate and sew a felt fish.
Music/EAD		Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically experiment with, create, select and		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music

				combine sounds using the inter-related dimensions of music		
Physical Education/PD	<p>Games Ball Skills</p> <p><u>EYFS</u> <u>Moving and Handling</u> 12. Experiments with different ways of moving. 13. Jumps off an object and lands appropriately. 14. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 15. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 16. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Gymnastics Outdoor Learning</p> <p>Doodle Dance</p>	<p>Games/Throwing and Catching Doodle Dance</p> <p><u>EYFS</u> <u>Moving and Handling</u> 1. Children show good control and co-ordination in large and small movements. 2. Children move confidently in a range of ways, safely negotiating space.</p>	<p>Gymnastics/Skiping Outdoor Learning Doodle Dance Food</p>	<p>Games Partner work Gymnastics</p> <p><u>EYFS Exploring and using media and materials:</u> 1. Children dance, and experiment with ways of changing them.</p>	<p>Sports Day and Team Games Outdoor Learning Athletics</p>

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RHE/PSED	<p>Relationships Families and Friendships - Roles of different people: families; feeling cared for</p>	<p>Relationships Safe Relationships - Recognising privacy; staying safe; seeking permission Respecting Ourselves and Others - How behaviour affects others; being polite and respectful</p>	<p>Living in the Wider World Belonging to a Community What rules are; caring for others' needs; looking after the environment</p>	<p>Living in the Wider World Media Literacy & Digital Resilience - Using the internet and digital devices; communicating online Money and Work - Strengths and interests; jobs in the community</p>	<p>EYFS Health and Safe-Care 9. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 10. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Health and Wellbeing Physical Health and Mental Wellbeing - Keeping healthy; food and exercise, hygiene routines; sun safety Growing and Changing - Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p>Health and Wellbeing Keeping Safe - How rules and age restrictions help us; keeping safe online</p>
Computing	<p>Y1 - Getting started Login, navigate and mouse skills EYFS Technology 1 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>Y1 - Programming: Bee-Bot Programming functions and capabilities EYFS Technology 3. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects</p>	<p>Y1 - Algorithms unplugged Algorithms in real life EYFS Technology 4. Knows that information can be retrieved from computers</p>	<p>Y1 - Digital imagery Photo capture and editing EYFS Technology 5. Completes a simple program on a computer. 6. Uses ICT hardware to interact with age-</p>	<p>Y1 - Introduction to data Gathering and recording animal data EYFS Technology 6. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Y1 - Rocket to the moon Keyboard skills, sequencing and debugging in a rocket project EYFS Technology 1. Children recognise that a range of technology is used</p>

	2. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	such as sound, movements or new images.		appropriate computer software.		in places such as homes and schools. 2. They select and use technology for particular purposes.
Religious Education	Harvest – What is Harvest and how is it celebrated? EYFS People and Communities 3. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Christmas – Angels or Journeys EYFS People and Communities 6. Enjoys joining in with family customs and routines.	Judaism Places of worship. What can we find in a Synagogue and why? EYFS People and Communities 3. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Easter – Palm Sunday or New Life	Judaism What are the traditions of Shabbat? EYFS People and Communities 6. Enjoys joining in with family customs and routines.	People Jesus Met
Educational visits linked to topic	Local Church visit	Planetarium	Visit Porchester or Arundel Castle	Farm Visit – Staunton or local farm	Visit local woodland (link to Geography)	Seaside visit

<p>Literacy</p>	<p>Focus: Riddles, Narrative, Instructions Key texts: Supertato</p> <p>Focus: Riddles, Narrative, Instructions</p>	<p>Key texts: Whatever Next by Jill Murphy A range of poetry</p> <p>Focus: Poetry</p>	<p>Key Texts: George and the Dragon by Christopher Wormwell (Talk for Writing)</p> <p>Focus: Narrative story writing</p>	<p>Key texts: The Jolly Postman by Allan Ahlberg Katie Morag Books by Mairi Hedderwick</p> <p>Focus: non-fiction: postcard writing</p>	<p>Key Texts: Billy's Beetle by Mick Inkpen The Hungry Caterpillar by Eric Carle Flip Flap minibeasts by Axel Sheffler</p> <p>Focus: Factfile</p>	<p>Key Texts: Rainbow Fish The Snail and the Whale by Julia Donaldson</p> <p>Focus: Poetry, narrative</p>
<p>Phonics</p>	<p>Assess and Review/Baseline YR – Phase 2 Y1 – Re-cap phase3 & 4 Phase 5</p>	<p>YR – Phase 2/3 Y1 – Phase 5</p>	<p>YR – Phase 3 Y1 – Phase 5</p>	<p>Year R – phase 3. Review learning so far. Recap any weak areas/sounds. Y1 – Phase 5</p>	<p>Year R – Phase 4 Y1 – Phase 5</p>	<p>Year R – Phase 4/begin phase 5 Y1 – Phase 5</p>
<p>Maths</p>	<p>EYFS Numbers to 5 Addition and Subtraction (Sorting and within 5) Year 1 Place Value to 10 Addition and Subtraction (within 10)</p>	<p>EYFS Shape Numbers 6 - 10 Exploring Patterns Year 1 Shape Place value within 20</p>	<p>EYFS Time Addition and Subtraction Year 1 Time Addition and Subtraction (within 20)</p>	<p>EYFS Place Value 6-10 Measurement – Length Year 1 Place Value (within 50) Measurement – Length and Height</p>	<p>EYFS Doubling and halving Number (11-20) One less than Position and Direction Year 1 Number – multiplication and division (reinforce 2, 5 and 10) Fractions Position and Direction</p>	<p>EYFS Money Place Value (to 20) Weight Volume Year 1 Money Place Value (to 100) Weight Volume</p>