

Sheep Class Long Term Plan 2023-24

Characteristics of Effective Learning (CoEL)	<p>Playing and Exploring Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active Learning Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and Thinking Critically Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
Overarching Principles	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners embrace our community.</p> <p>Enabling Environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development Children develop and learn at different rates (not in different ways as it stated 2017).</p> <p>Play At North Elmham CEVA Primary, we understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct balance of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.</p> <p>Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Communication and language This is developed throughout the year through high quality instructions, daily group discussions, class routines, sharing circles, life skills, stories, singing, speech and language interventions. Adults will model correct language and will reframe children's speech where necessary. The use of rhymes, poems and songs will be a regular feature of learning. As children progress they will be encouraged to listen to and share ideas, to use increasingly complex language in their learning and offer explanations.						
Personal, social and emotional development Throughout the year children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. We will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs						
R E	Theology/HSS BEING A CHRISTIAN	Theology /HSS Understanding Christianity Unit F2: WHY DO CHRISTIANS PERFORM NATIVITY PLAYS?	Philosophy SHOULD NOAH TRUST IN GOD?	Theology /HSS Understanding Christianity Unit F3: WHY DO CHRISTIANS PUT A CROSS IN AN EASTER GARDEN?	Theology /HSS WHAT'S ON MY HEAD?	Theology /HSS CELEBRATIONS AND FESTIVALS
PSHE	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Physical Development Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.						
PE	REAL PE: Personal I can follow instructions and practise safely.	REAL PE: Cognitive I can understand and follow simple rules.	REAL Dance: Social I can work with others taking turns and sharing.	REAL Gym: Physical I can confidently move in different ways.	REAL PE: Creative	Athletics Run, Jump, Hop

					I can explore and describe different movements.	
English	We will explore rhyme and alliteration. We will enjoy listening to and joining in with stories, we are beginning to anticipate key events and phrases. We will explore story structure, settings, characters and events. We are beginning to show interest in print in books and the environment, and can recognise familiar words such as our names. We are beginning to give meaning to the marks we make and see in the environment. We are learning to hear and say the initial sound in words.		We are becoming confident linking sounds to letters. We are beginning to segment and blend for reading and writing. We are using vocabulary and forms of speech that are increasingly influenced by our experiences of books. We are experiencing a wide range of books including non fiction and poetry. We are using clearly identifiable letters to communicate meaning and are beginning to write words and short sentences.		We will be able to read, write and understand sentences We use our phonics knowledge to decode regular words and read them aloud accurately, as well as write words in ways which match the spoken sounds. We are also able to read and write some irregular words. We demonstrate understanding when talking with others about what we have just read.	
	Reception will share a wide range of favourite texts as well as accessing reading and writing in our continuous provision.					
Phonics	Yr R: Level 2. Yr1: Address gaps in knowledge from Levels 2 and 3. Consolidate Level 4.		Yr R: Recap Level 2, address gaps. Level 3 Phonics. Yr1: Address any gaps, Level 5		Year R: Consolidate Level 3. Level 4 Phonics. Year 1: Level 5 including consolidation.	Children spend time mastering their skills, deepening learning, applying all sounds and CE/HF words independently. Repeat plans as necessary, extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.
Maths	Place Value (Within 10) Getting to know you match, sort and compare Addition and subtraction (Within 10) Its me 1, 2, 3 1, 2, 3, 4, 5	Addition and subtraction (Within 10) Its me 1, 2, 3 1, 2, 3, 4, 5 Shape Circles and triangles	Place Value (Within 20) Alive in 5 Addition and subtraction (within 20) Growing 6, 7, 8	Place Value (within 50) Building 9 and 10 Length and height Mass and Volume	Multiplication and division Sharing and grouping To 20 and beyond Fractions How many now? Manipulate, compose and decompose	Position and Direction Place Value (within 100) To 20 and beyond Money Time

Understanding the world

Through continuous provision, children continue to have access to a variety of technology (ipads, Chromebooks, IWB, Beebots, battery-operated toys, remote control) to learn to take good pictures, use paint programs and use a simple programmable toy. Resources and equipment are selected to encourage exploration and curiosity about the world around them, for example magnifying glasses, mirrors, pulleys, loose parts. Both the classroom and outdoor area include growing areas and children will be encouraged to learn about how to keep these healthy as well as where in the world they can be found. Resources, equipment and visitors will be used within continuous provision to promote discussion and curiosity about the past. Maps and globes will be included within continuous provision and will be referred to as part of weekly routines when watering plants.

Seasonal changes over time. Observe changes across the four seasons and how day length varies. Children will make recordings of the weather and discuss the seasons as part of their daily routines. The results of these records will be discussed at the end of each month.

Science	ANIMALS INCLUDING HUMANS (humans) Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.	PLANTS Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.	ANIMALS (not including humans) Identify and name a variety of common animals. Describe and compare their structure. Identify carnivores, herbivores and omnivores.	PLANTS Identify and describe the structure of a variety of common plants	EVERYDAY MATERIALS Distinguish between an object and the material from which it is made. Identify, name and describe the properties of a range of everyday materials. Group materials based on their properties.	
History	Changes within Living memory. <u>What was my parents' childhood like?</u> <u>Guy Fawkes / Bonfire night will be covered here too, based on children's interests and in CP.</u>		KS1: The lives of significant individuals in the past who have contributed to international achievements <u>Aviation & The Wright Brothers</u>		SEASIDE KS1: Changes within living memory, used to reveal aspects of change in national life <u>Seaside holidays through time</u> KS1: Significant historical events/people/places in their own locality <u>Significant Local hero : Henry Blogg of the RNLI</u>	
Geography	WHERE DO I LIVE? Explore the school's grounds - what do they notice? Locate and explore the four countries of the United Kingdom and the surrounding seas. Look at the Capital Cities of these four countries.		WOULD YOU PREFER TO LIVE IN A HOT OR COLD PLACE? Where are the hot and cold countries on a globe and on a map? Contrast Kenya with the UK. The location of hot areas of the world in relation to the Equator.		HOW IS CROMER BEACH DIFFERENT TO NORTH ELMHAM? Use coastal aerial photographs to recognise landmarks and identify human and physical features of Cromer Beach. Compare Cromer with North Elmham.	
Computing	E-safety/Multimedia Use technology safely and respectfully, keeping personal information private. Use technology purposefully to create content.	Data & Information: Grouping Data Children will use labels to organise data into groups and answer related questions.	Creating Media - Digital Painting Children will explore and investigate the art of digital painting.	Computer Systems & Networks: Technology Around Us Children will learn how to use technology responsibly.	Programming - Moving a Robot Children will learn how to program a floor robot.	Programming - Programming an Animation Children will use Scratch as an introduction to simple programming.

Expressive Art and Design

Within continuous provision children:

Join in with roleplay games and use resources available for props. Build models using construction equipment. Access junk modelling provision. Develop cutting, threading, joining and folding skills. Create using materials and resources available within the craft area - these to include a variety of different mediums. Develop creativity through child-led exploration of a wide range of different mediums. Are given opportunities to create in both 2D and 3D. Create music using instruments available as part of continuous provision.

Art	EXPLORE AND DRAW Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. What Can We See? How Can We Explore Colour? How Can We Explore Materials & Marks? -		SIMPLE PRINTMAKING Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry How Can We Explore Colour?, How Can We Explore Materials & Marks? How Can We Use Our Bodies To Make Art?		STICK TRANSFORMATION Exploring materials and intention through a playful approach How Can We Explore Colour? How Can We Build Worlds? How can we use our imagination? How can we explore 3D materials?	
DT	MECHANISMS Make a card toy Explore how a pivot and a slider mechanism work. Design and make own animal toy incorporating two simple mechanisms. (slider and pivot)		TEXTILES Make a key ring Explore different fabrics. Sew and join fabrics using running stitch and use stitching to attach a ring for a key.		COOKING AND NUTRITION Design and make a cous cous salad Use a basic principle of a healthy and varied diet to prepare dishes. Taste and evaluate food before creating own dish.	
Music	Unit: Me	Unit: My Stories	Unit: Everyone	Unit: Our World	Unit: Big Bear Funk Transition unit preparing for following year, revisiting previously learnt songs.	Unit: Reflect, Rewind and Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
MFL	Greetings, phrases and instruction in a range of languages throughout the year					
Outdoor learning	Children will engage in a weekly Welly Day session in our dedicated area. In addition to this children will have free flow access to the outdoor area for much of their day. Within this area children will be encouraged to use the different areas set up, for example an outdoor stage to perform stories created by the children, an exploration area including mathematical tools such as weighing scales and pulleys, a tinker shed to encourage creativity and problem solving, water and sand areas, loose parts and gardening.					

	In addition teachers will be making use of the outside area for directed teacher input and small group work.					
Enrichment	<i>Gressenhall trip?</i> <i>Village Walk</i>	<i>Panto?</i> <i>Visitors: grandparent interviews</i>	<i>Aviation Museum trip?</i>		<i>Class Trip to Cromer including the Henry Blogg museum</i>	