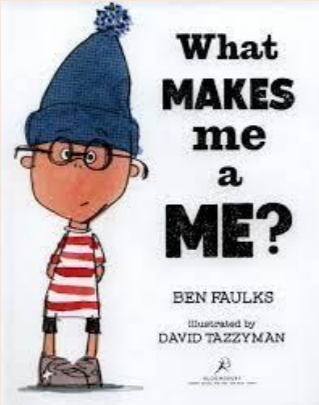








PADSTOW SCHOOL
Reception/Y1 – Long Term Plan 2023

Main project	<p>What makes me a me?</p> 	<p>Why do we celebrate?</p> 	<p>Who is hiding in the woods?</p> 	<p>Where do I live?</p> 	<p>How does your garden grow?</p> 	<p>What lies beneath the waves?</p> 
Characteristics of effective teaching and learning (CoETL)	<p>Lenny Lion's Learning Zoo</p> <p><i>Playing and Exploring:</i> <i>Exploring Elephant</i> - I explore and plan my ideas, <i>Go-For-It Gorilla</i> - I try new activities based on my interests, <i>Choosing Chimp</i> - I make independent choices</p> <p><i>Active Learning:</i> <i>Persevering Parrot</i> - I keep trying, <i>Proud Peacock</i> - I achieve my goals, <i>Analysing Alligator</i> - I am beginning to correct my mistakes by myself</p> <p><i>Creating and Thinking Critically:</i> <i>Slinky-Linky Snake</i> - I can make links between ideas, <i>Reflecting Rhino</i> - I can check my progress and see how well I am doing, <i>Creative Chameleon</i> - I have my own ideas</p>					
Other Possible Themes/Possible Children's interests	<p>Our Local Area</p> <p>Our Families</p> <p>Start of Autumn</p> <p>our favourite things</p>	<p>Diwali, Nursery Rhyme Week</p> <p>Christmas Remembrance Day Bonfire Night harvest</p> <p>Celebrations around the world,</p>	<p>Valentine's Day Chinese New Year</p>	<p>Pancake Day Fairtrade</p> <p>Easter International Women's Day</p> <p>Holidays, specific countries or habitats of interest</p>	<p>Earth Day World Bee Day</p> <p>St George's Day</p> <p>May Day World Fair Trade day</p> <p>Supertato Recipes, magical worlds, creatures</p> <p>growing</p>	<p>Holidays Lifeguards Mermaids</p> <p>Looking after the ocean Pirates David Attenborough local beaches</p> <p>World Ocean day</p> <p>Shark awareness day</p> <p>Making wishes - magical theme; different oceans, pirates, magical islands</p> <p style="text-align: center;"><i>World Music Day</i></p>
Theme Coverage Focus & Enrichment Activities	<p>Ourselves, All about me boxes,</p> <p>Different ways of celebrating birthdays. Same/different, sharing All about me boxes</p> <p>Family photo albums</p>	<p>Nursery Rhyme Week/ Dress Up</p> <p>Diwali - Daya visit</p> <p><i>Autumn changes</i></p>	<p>My local area, parks and woodlands</p> <p>Woodland animals</p> <p>Habitats</p> <p>Hibernation</p>	<p>Travelling around the world, different cultures and festivals, different habitats and environments</p> <p>Penguin Blue from 'Blown Away' to send</p>	<p>Tadpoles</p> <p>Growing flowers (sunflowers, daisies)</p> <p>Vegetable Patch</p> <p>Cress Heads</p> <p><i>World Book Day</i></p>	<p>Sea creatures, local environment,</p> <p>Plastic pollution - looking after the environment. RNLI</p> <p>A message in a bottle from a little</p>








		<p><i>Nativity Performance</i></p> <p><i>Christmas Jumper/Dinner Day</i></p>	<p>Visit from Prickles and Paws</p> <p>Making hedgehog houses</p> <p>Visit from the Owl Sanctuary</p> <p><i>Chinese New Year Parade</i></p>	<p>postcards from around the world each Week.</p> <p>'Flying' to a different country.</p> <p>Animal Cam/ Virtual Zoo Trip</p> <p>Bird Watching</p> <p>Lobster hatchery</p> <p>Mark's Ark visit</p>	<p><i>Easter Bonnet Parade</i></p> <p><i>National Storytelling Week</i></p>	<p>fish giving us three wishes.....what will our wishes be? What would we wish for for ourselves? For our family? For the world?</p> <p>Beach trip</p> <p>Science Day</p> <p>Water Day</p> <p>lifeguard/coastguard visit</p>
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Communication and Language

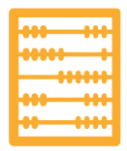
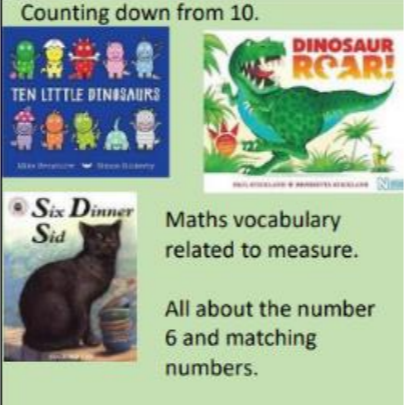
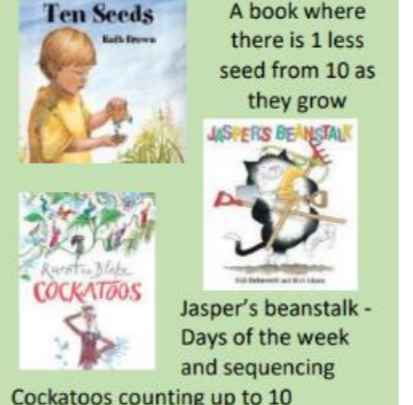
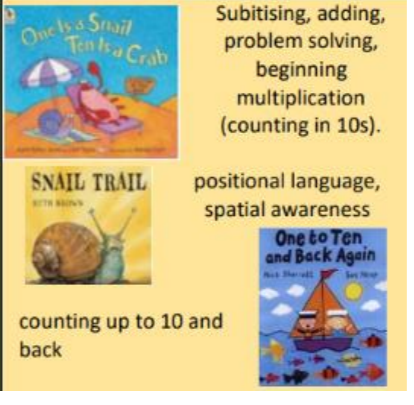




Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.

<p>Languages at home</p> <p>Talking about ourselves, our families, homes, preferences and friends. Learning new names for friends and staff</p> <p>Wellcomm assessments and gaps in development.</p> <p>Daily routines - register, days of the week song, lining up rhyme etc.</p> <p>Learning vocabulary (names) for resources in provision</p> <p>Listening and responding to stories, rhymes and songs.</p>	<p>Continue to build up a range of vocabulary for the provision within the classroom and outdoor spaces.</p> <p>Continue with wellcomm assessments and gaps in development.</p> <p>Learn new rhymes and songs about Autumn changes and Christmas nativity songs.</p> <p>Listen, and respond in other ways to longer familiar stories such as movement, repeating words etc.</p> <p>Introduce new non-fiction texts</p> <p>New Vocabulary relating to Celebrations, Autumn changes, and Christmas celebrations and traditions.</p>	<p>Continue with wellcomm assessments and gaps in development.</p> <p>Listen to each other for longer periods of time. Begin to ask questions to find out more information.</p> <p>Explore new non-fiction and fiction texts about animals and habitats also imaginary texts.</p> <p>Listen , join in and respond to stories, rhymes and songs.</p> <p>Build up a range of songs and rhymes to sing/say from recall.</p> <p>New vocabulary relating to woodland animals, habitats and winter changes.</p> <p>Learn new rhymes and songs about woodland animals.</p>	<p>Continue with wellcomm assessments and gaps in development.</p> <p>Listen to each other for longer periods of time. Begin to ask questions to find out more information.</p> <p>Listen , join in and respond to stories, rhymes and songs.</p> <p>Build up a range of songs and rhymes to sing/say from recall.</p> <p>Explore new non-fiction and fiction texts about animals, habitats, weather and countries.</p> <p>New vocabulary relating to animals, animal features, countries, habitats, weather and seasons.</p>	<p>Continue with wellcomm assessments and gaps in development.</p> <p>Sustain listening and attention in different situations. Ask and answer questions to find out more information and continue conversations.</p> <p>Listen , join in and respond to stories, rhymes and songs.</p> <p>Build up a larger range of songs and rhymes to sing/say from recall. Begin to make up your own and rehearse with others.</p> <p>Explore new non-fiction and fiction texts about plants, growing, produce and healthy eating.</p> <p>New vocabulary relating to plants, growing, produce, farming and healthy eating.</p>	<p>Continue with wellcomm assessments and gaps in development.</p> <p>Sustain listening and attention in different situations. Ask and answer questions to find out more information and continue conversations.</p> <p>Explore new non-fiction and fiction texts about oceans, sea creatures, mythical creatures and pirates. Listen , join in and respond to stories, rhymes and songs.</p> <p>Sing and perform a large range of learnt songs and rhymes from recall.</p> <p>Begin to make up your own and rehearse with others.</p> <p>New vocabulary relating to sea creatures, protecting the environment, oceans and continents.</p>
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<p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, etc.</p>	<p>Separating from parents/carers</p> <p>Meeting new peers and adults</p> <p>Settling into new routines of school life</p> <p>Toileting, dressing and undressing, washing hands</p> <p>Introducing school and class rules to ensure everyone keeps happy, safe and can learn. Behaviour expectations.</p> <p>Exploring new resources and provision and having a go at new things.</p> <p>Learn about feelings and emotions, name them and recognise how they feel/what they look like. Explore scenarios and how to resolve conflict. Finding ways to share resources, space and attention and take turns. Talk about what we are good at and things that we enjoy doing.</p> <p>Identify how we are different and celebrate difference.</p>		<p>Continue to develop self-help skills for dressing, undressing etc</p> <p>Continue to make new friendships and develop existing ones. Further develop an understanding of a range of emotions and how to deal with conflict. Develop ways to regulate behaviour when emotions and feelings become overwhelming.</p> <p>Responsibilities and choices.</p> <p>Perseverance</p>	<p>Continue to develop self-help skills for dressing, undressing etc</p> <p>Continue to make new friendships and develop existing ones</p> <p>Oral hygiene</p> <p>Healthy eating and drinking</p> <p>Continue to develop self help skills for dressing, undressing etc</p> <p>Importance of exercise and staying fit and healthy.</p>	<p>Explore a range of friendships and relationships in different contexts through stories, films and discussions. Identify why and how a friendship works well and what can cause falling out/conflict. Continue to develop the ability to deal with changing situations.</p> <p>Grow in confidence in new situations.</p>	<p>Naming body parts and what they do</p> <p>Importance of exercise and staying fit and healthy</p> <p>Keeping clean</p> <p>Coping with changes, e.g moving class, new routines etc.</p> <p>Growing up</p>
<p>PSHE (R)</p> <p>PSHE Opportunities</p>	<p>Me and my relationships Introduce school rules, values, routines, behaviour rewards and sanctions. Introduce the Bucket book and a clear bucket with class rewards.</p> 	<p>Valuing difference Illustrate with this book that we are all special and valued and together we are a team.</p> 	<p>Keeping myself safe Use this book as a stimulus to talk about how to be safe. Practise road safety – dress up as a lolly pop lady! Drama and role play scenarios.</p> 	<p>Rights and responsibilities Share with the children their rights to have a home, schooling, food, love...Share the lives of children across the world. Think of similarities / differences. What are we grateful for?</p> 	<p>Being my best This little boy learns from his parents that he is special and learns to be proud of himself. He learns that the things that make him different help him to shine.</p> 	<p>Growing and changing Share this story of growing up alongside the rhythms of the seasons (seeing the trees change and things he can reach as he gets taller without knowing it).</p> 
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Squiggle While You Wiggle. They also have access to the outdoor area for gross motor skills and regular PE sessions.</p>	<p>Gross Motor Learning to move safely in a space.</p> <p>Fine Motor Beginning to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Exploring different ways to travel using equipment.</p> <p>Fine Motor Accurately drawing lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Controlling a ball in different ways. Balancing on a variety of equipment and climbing safely.</p> <p>Fine Motor Handling scissors, pencils and glue effectively.</p>	<p>Gross Motor Jumping and landing safely from a height.</p> <p>Fine Motor Using cutlery appropriately.</p>	<p>Gross Motor Moving safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Holding scissors correctly and cutting out small shapes.</p>	<p>Gross Motor Play by the rules and develop coordination.</p> <p>Fine Motor Forming letters correctly using a tripod grip.</p>
<p>Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>						

<p>Literacy/Phonics (R)</p> <p>(Also see <i>Communication and Language</i>)</p> 	<p>Set 1 sounds, letter formation. Writing initial sounds to label words. Begin to write cvc words for simple lists or labelling pictures. Read cvc blending books</p>	<p>Set 1 sounds, letter formation, blending practice. Letter formation, finger spaces, full stops. Continue to develop cvc reading and writing, and have a go at longer words. Lists and labels. Read cvc and cvcc/ccvc words.</p>	<p>Set 1 sounds, letter formation, blending practice, finger spaces. Continue to read and write lists and labels with known sounds (CVC and CCVC/CVCC). Begin to write very short captions. Learn some HFW.</p>	<p>Set 2 sounds, letter formation, finger spaces, full stops. Continue to read and write captions and develop into short simple sentences for a range of purposes. Learn more HFWs.</p>	<p>Set 2 sounds, letter formation, finger spaces, full stops, capital letters. Simple sentences for non-fiction purpose and to re-tell parts of stories. Build up a larger range of HFW.</p>	<p>Set 3 sounds, letter formation, finger spaces, full stops, capital letters. A range of sentences phonetically spelt which includes some correctly spelt HFW.</p>
<p>Weekly Rhymes</p>	<p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers</p>	<p>I'm A Little Teapot, The Grand Old Duke Of York Ring O' Roses, Hickory Dickory Dock, The ABC Song</p>	<p>Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head Shoulders, Knees And Toes</p>	<p>Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row Row Row Your Boat, The Wheels On The Bus, The Hokey Cokey Down in the jungle</p>	<p>Review and recap on favourites Adapting and editing rhymes Begin to make up your own rhymes</p>	<p>Review and recap on favourites Adapting and editing rhymes Begin to make up your own rhymes</p>
<p>Possible Book Focus'</p> <p>Finger Fit</p> <p>Drawing Club</p>	<p>What makes me a me? All are welcome Incredible you When I was a Child Leaf man The Leaf Thief Elmer The Rainbow Fish We are all different The Little Red Hen A super power like mine</p>	<p>The Gingerbread Man Nursery Rhymes Little Glow Rama and Sita Stickman Where the poppies now grow Sparks in the Sky The Jolly Christmas Postman Non-Fiction: Feasts and Festivals around the World</p>	<p>The Gruffalo Owl Babies We're Going on a Bear Hunt Little Red Riding Hood Night animals Night Monkey, Day Monkey The Squirrels who Squabbled Percy the Park Keeper - After the Storm Non-fiction woodland texts</p>	<p>Blown Away Dear Zoo Walking through the Jungle Rumble in the Jungle Giraffe's Can't Dance We All Went On Safari David Attenborough Handa's Surprise If all the World were... Non-Fiction: Our World Non-fiction animal texts</p>	<p>Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed Olivers Vegetables The Very Hungry Caterpillar A fruit is a suitcase for seeds The Bad Tempered Ladybird Billy's Sunflower It starts with a seed Supertato The Wall and the World Non-Fiction: Keep Healthy Non-fiction life-cycle texts</p>	<p>The Rainbow Fish Barry the Fish with Fingers Commotion in the ocean Sharing a shell Tiddler Little Turtle and the Sea Pirate Boy Snail and the Whale Lighthouse Keeper's Lunch Pirate Cruncher The Singing Mermaid Somebody swallowed Stanley</p>

<p>Mathematics (R)</p> <p>White Rose</p> 	<p>Just like me!</p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass & capacity</p> <p>Exploring pattern</p>	<p>It's me 1, 2, 3!</p> <p>Representing 1, 2 & 3</p> <p>Comparing 1, 2 & 3</p> <p>Composition of 1, 2 & 3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Light & dark</p> <p>Representing numbers to 5</p> <p>One more or less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 & 5</p> <p>Compare mass (2)</p> <p>Compare capacity (2)</p> <p>Growing 6, 7, 8</p> <p>6, 7 & 8</p> <p>Combining two amounts</p> <p>Making pairs</p> <p>Length & height</p> <p>Time (2)</p>	<p>Building 9 & 10</p> <p>Counting to 9 & 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3-D shapes</p> <p>Spatial awareness</p> <p>Patterns</p>	<p>First, then, now</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial reasoning 2</p> <p>Compose and decompose</p> <p>Find my pattern</p> <p>Doubling</p> <p>Sharing & grouping</p> <p>Even & odd</p> <p>Spatial reasoning 3</p> <p>Visualise and build</p>	<p>To 20 and beyond</p> <p>Build numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning 1</p> <p>Match, rotate, manipulate</p> <p>On the move</p> <p>Deepening understanding</p> <p>Patterns & relationships</p> <p>Spatial mapping (4)</p> <p>Mapping</p>
<p>Sample Maths Texts (R)</p>						
<p>Mathematics (Y1)</p> <p>White Rose</p> 	<p>Place value within 10</p>	<p>Addition and Subtraction</p> <p>Geometry: Shape</p>	<p>Place value within 20</p> <p>Addition and subtraction within 20</p>	<p>Place value within 50</p> <p>Length and Height</p> <p>Mass and Volume</p>	<p>Multiplication and Division</p> <p>Fractions</p> <p>Position and Direction</p>	<p>Place value within 100</p> <p>Measurement: Money</p> <p>Measurement: Time</p>
<p>Understanding the World (R)</p> <p>Science, History, Geography and RE (Y1)</p>	<p>Understanding the World:</p> <p>Special events/celebrations: New school, Black History Month</p> <p>Children talk about their own experiences with people who</p>	<p>Understanding the World:</p> <p>Special events/celebrations: Guy Fawkes night, Children in Need, Anti Bullying Week, Remembrance Day, Diwali, Christmas, Hannukah</p>	<p>Understanding the World:</p> <p>Remembering recent events - link the Christmas holidays.</p> <p>Local visits to a park/woodlands.</p> <p>Simple maps and keys. Animals</p>	<p>Understanding the World:</p> <p>Exploring life in contrasting countries to our own, polar regions and jungle/Sahara regions. Big maps, land and sea. Native animals and vegetation. Tasting new fruits/veg., comparing weather patterns in</p>	<p>Understanding the World:</p> <p>May Day celebrations and the history of May Day, life cycles of plants, animals (caterpillars), why do we need rain? Minibeast identification and classifying animals, how do we look after our</p>	<p>Understanding the World:</p> <p>Changes to our local area in the Summer. Places of interest in Cornwall, features of our local environment. Local maps</p>



are familiar to them through All About Me Books, Babies and Christenings. Simple maps of classroom/school, Sukkot

Geography: Maps and me - Where do I live? Location and place

What is the geography of where I live?

Science:

Seasonal changes

Why does the weather change during the different seasons?

Working scientifically:

Observing closely

Using simple equipment

Simple tests

Identifying and classifying

Observations

Gathering and recording data

RE:

Being special - where do we belong? Celebrate what makes

us special. Look in a box at something special (a mirror) - that's you!

History: My family, who is in my family?

Change and continuity, Chronology

Science:

Materials

Why do we use different materials for different things?

Working scientifically

Asking simple questions

Observing closely

Using simple equipment

Simple tests

Identifying and classifying

Observations

Gathering and recording data

RE:

The Nativity - incarnation. Why do Christians perform the Nativity at Christmas? Learn about customs and traditions - Diwali, Christmas,

Hannukah, Bonfire night. Different ways people celebrate Christmas

across the world.

and their habitats. Nocturnal animals. Naming trees and British wildlife. All about hedgehogs.

History: The History of the Hedgehog:

Evidence and interpretation, Historical significance, change and continuity, Chronology

Science:

Animals including humans

Senses and human body parts

Working scientifically:

Observing closely

Using simple equipment

Simple tests

Identifying and classifying

Observations

Gathering and recording data

RE:

What times/ stories are special and why? Look at different celebrations from different religions and cultures

- including how we celebrate birthdays, marriages.

different countries, find out about some other languages and religions around the world. Naming animals and matching to their habitats. Special events/celebrations: St. Pirans Day, Easter, Mother's Day, Passover.

Geography: Maps and me - The wider world

Continents and Oceans

Science:

Animals including humans

How can we group animals?

Working scientifically:

Asking simple questions

Observing closely

Using simple equipment

Identifying and classifying

Observation

RE:

Salvation - why do Christians put a cross in an Easter garden? What other symbols do different religions have?

environment? Lifecycles - how do our caterpillars changed over time?

Geography: Weather and Seasons

What is human and physical Geography?

Science:

Plants

How can we identify different plants and trees?

Working scientifically:

Asking simple questions

Observing closely

Using simple equipment

Identifying and classifying

Observations

Gathering and recording data

RE:

Why is God important to Christians?

The Creation story from the Bible. What other creation stories are there from other places in the world? E.g. the sand turtles of Papua New Guinea.

(features) roads, mountains, houses and shops, forests etc. Exploring sea creatures and where they live, the beach, cliffs, rockpools or in the sand. Local figures and places of interest

such Eden Project, Heligan, beach

Special events/celebrations: Father's Day, Transition days

History: How has the seaside changed?

Evidence and interpretation, Historical significance, change and continuity, Chronology

Science:

Seasonal changes

Why does the weather change during the different seasons?

Working scientifically:

Observing closely

Using simple equipment

Simple tests

Identifying and classifying

Observations

Gathering and recording data

RE:

What places are special and why?

Where do we love to go - to have fun? To have quiet? Where do people worship?

Expressive Arts and Design



Exploring new materials and craft materials in our classroom.

Simple painting with vibrant coloured paint and a variety of brushes.
Exploring colouring with crayon, pencil and felt pens. Representing myself with simple materials. Skin tone, hair colour and eye colour.

Printing with colour and shape. Christmas craft.

Outdoor learning opportunities—using natural materials, using tools and techniques to cut, drill, thread and assemble.

Contrasting black and white materials. Mixing to create grey.

Hot and cold colours. Block printing. Using plastercine in replace of play dough to model and sculpt.

simple animals/flowers/objects. Scrunching and tearing materials.

Easter crafts.

Shades of blue and green.

Water colours and water washing.

Mixing colours and the colour wheel.

Pastel colours. Pattern in nature.

Using clay and simple tools to create. Collage