

**Long Term Plan 2023/24 – Reception & Year 1**

	<b>Autumn 1 7 weeks</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 6 weeks</b>	<b>Spring 2 6 weeks</b>	<b>Summer 1 6 weeks</b>	<b>Summer 2 7 weeks</b>
<b>Skills for Success</b>	Resilience	Self Belief	Responsibility	Understanding Yourself	Co-operation	Risk taking
<b>Visits and Visitors</b>		Drum Theatre Steve Manning – Story Teller	Jay visit with animals	Visit to the synagogue in Plymouth. Visit from Jewish family to talk to children about how they celebrate and live as Jews. Visit to Methodist church for Easter.	Trip to the park – link to English and computing	Visit from Simon James author. Trip to Looe beach
<b>Garden Days Reception and Year 1</b>	Team Building Identifying insects – bug hunt 5 senses – what can we see/hear/taste/ feel/ smell	Team building, create firework (potato art), bug hotels, tree bark art, autumn scavenger hunt. tea and story.	Team building, create a nonfiction animal sculpture, bug hunt and identification, tea and story.	Team building, Role play based on The Woods by Paul Hoppe, compare and describe materials, build a boat and explore the environmental garden (history link) tea and story	Team building, create a stick skeleton, Geometrical shapes in nature, willow/twig shapes, spring scavenger hunt tea and story.	Team building, toy Olympic games, den building, plant id and lifecycle, wild edibles found in Devon, mud/clay faces, tea and story.
<b>English Reception and Year 1</b>	Kippers Toybox (1 week) Rhyme – Polar Bear, Polar Bear, what do you hear? By Bill Martin (2 weeks) It's my Birthday by Helen Oxenbury – sequential writing. (2 weeks) Rhyming text – Oi	Penguin – Polly Dunbar. (2 weeks) Funny bones – story writing expanded noun phrases (2 weeks) Fairy tale (based on Drum Theatre) (2 weeks) Letter writing. (1 week)	Non-Fiction – Sharks by information on animals (3 weeks) I love bugs – poetry (3 weeks)	Where's Wally - Shield instructions (3 weeks)  Fiction - The train ride (3 weeks)	The tiny seed – story writing (3weeks) Augustus and his Smile by Catherine Rayner (3 weeks)	Sally and the limpet problematic story writing(3 weeks) The Sand Horse – story writing, impact of verb and adjective choice.(3 weeks) Stuck by Oliver Jeffers (1week)

## Long Term Plan 2023/24 – Reception & Year 1

	Frog ( 2 weeks)					
<b>Reading Reception and Year 1</b>	Decoding and reading with fluency	Decoding and reading with fluency and inference	Decoding and reading with fluency skills specific non-fiction texts (linked to English sequence) Note taking	Making predictions and comprehension Skills Specific to Non-Fiction texts.	Language for effect and reading with fluency	Themes and conventions and understanding vocabulary and dictionary use.
<b>Phonics Reception</b>	Phase 2 tricky words Phase 2 graphemes	Phase 3 tricky words Consolidate Phase 2 graphemes Phase 3 graphemes	Consolidate Phase 2&3 tricky words Consolidate Phase 2&3 graphemes	Consolidate Phase 2&3 tricky words Consolidate Phase 2&3 graphemes	Phase 4 tricky words Consolidate Phase 2&3 tricky words Consolidate Phase 2&3 graphemes	Consolidate Phase 2&3 tricky words Consolidate Phase 2&3 graphemes Consolidate Phase 4
<b>Phonics Year 1</b>	Revise Phase 3 Consolidate Phase 4 CEW words	Phase 5 plus year 1 CEW words	Phase 5 plus year 1 CEW words	Phase 5 plus year 1 CEW words	Phase 5 Phonics assessment plus year 1 CEW words	Phase 5 plus year 1 CEW words
<b>Mathematics Reception</b>	Subitising within 3, Cardinal counting, composition of numbers and comparison of more and fewer.	Subitising within 5, cardinality of 5, begin to count beyond 5. Investigate and compare wholes and parts of numbers to 5.	Subitising to 5, looking at patterns in numbers. Beginning to look and number beyond 5 (5 and a bit) verbal counting to 20 and beyond. Develop object counting. Using fingers to represent quantities between 5-10. Looking at equals and unequals.	Symmetrical patterns linking to doubles. Working with larger numbers within 10. Orally count beyond 20. Odd and even numbers. Looking at positions of numbers in the number system.	Looking at one more and doubles. Further developing subitising skills within 10. Verbal counting to 20 and beyond using different starting points. Develop confidence in verbal and object counting. Exploring the composition of 10. Ordering sets of objects.	Consolidating previously learnt skills.
<b>Mathematics Year 1</b>	<b>1.1</b> Number sense (3 weeks)	<b>1.3</b> Geometric reasoning (1 week)	<b>1.6</b> Number sense (1 week)	<b>1.8</b> Number sense (1 week)	<b>1.10</b> Geometric reasoning (1 week)	<b>1.12</b> Additive reasoning (1 week)

## Long Term Plan 2023/24 – Reception & Year 1

	<b>1.2</b> Additive reasoning (3 weeks) <b>1.3</b> Geometric reasoning (1 week)	<b>1.4</b> Number sense (2 weeks) <b>1.5</b> Additive reasoning (2 weeks) <b>1.6</b> Number sense (2 weeks)	<b>1.7</b> Multiplicative reasoning (3 weeks) <b>1.8</b> Number sense (2 weeks)	<b>1.9</b> Additive reasoning (2 weeks) <b>1.10</b> Geometric reasoning (2 weeks)	<b>1.11</b> Number sense (3 weeks) <b>1.12</b> Additive reasoning (2 weeks)	<b>1.13</b> Multiplicative reasoning (3 weeks) <b>1.14</b> Geometric reasoning (2 weeks)
<b>Science Reception</b>	Additional STEM activities to be planned throughout continuous provision. <b>Animals, including humans:</b> Focus on humans - body parts <b>Seasonal changes:</b> Autumn	<b>Autumn:</b> Seasonal differences with plants and trees, autumn walk. <b>Seasonal changes:</b> Winter	<b>Everyday materials:</b> Sorting different materials – plastic, metal, paper, wood, material etc. (Bin men)  Use magnets to sort a range of materials. Introduce the vocabulary of repel and attract.	<b>Animals, including humans:</b> Focus on animals Spring; Frogs and chickens – look at basic life-cycles  Minibeasts – identify habitats and use senses to make simple observations and explanations of why minibeasts live where they do. (Using our local environment)	<b>Plants</b> Seasonal differences with plants and trees.  Plant seeds and talk about what they need to grow- drawing, measuring and monitoring.  Label the parts of a plant – leaf, flower, stem and roots.  <b>Seasonal changes:</b> Spring	<b>Animals, including humans:</b> Focus sea creatures animals, Identify and name creatures that live in the sea.  <b>Seasonal changes:</b> Summer
<b>Science Year 1</b>	<b>Animals, including humans:</b> Focus on humans Identify, name, draw and label parts of the human body. Explore our 5 senses.  <b>Seasonal changes:</b>	<b>Plants:</b> Bark rubbing; Planting Autumn bulbs; Autumn walk <b>Seasonal changes:</b> Winter	<b>Everyday materials</b> Identify / name / sort/ describe variety of common materials	<b>Animals, including humans:</b> Focus on animals Identify / name variety of common animals. Sort animals into carnivores/herbivores/ Omnivores Describe / compare	<b>Plants</b> Cress heads Growing plants in different conditions <b>Seasonal changes:</b> Spring	Nursery Rhyme investigation unit.  <b>Seasonal changes:</b> Summer

## Long Term Plan 2023/24 – Reception & Year 1

	Autumn			the structure of a variety of common animals.		
<b>Computing and E-safety Reception</b>	<p><b><u>Reception and Nursery</u></b></p> <p>By the end of the foundation stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p><b>Curriculum strands:</b></p> <ul style="list-style-type: none"> <li>• <b>Digital Literacy and Information Technology</b>-Turn a device on/off independently.</li> <li>• <b>Digital Literacy</b>-Open age appropriate apps and programs and engage with them effectively.</li> <li>• <b>Computer Science</b>-Introduce coding without a screen. Children learn about sequencing (events and instructions), direction and distance and commands using BeeBots</li> <li>• <b>Information Technology</b>-Using a keyboard and a mouse effectively. Logging on and off a device correctly</li> <li>• <b>Digital Literacy</b>- Taking photos using a range of devices.</li> </ul> <p><b>Subject content:</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.</li> <li>• Use a range of programmable toys (remote control cars), as well as equipment involving ICT, such as tablets (apps) and toy laptops</li> <li>• When out in the locality, children help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back.</li> <li>• Use safe equipment to play with, such as torches, transistor radios or sound buttons</li> <li>• Let children use camera to take photos.</li> <li>• Use robust resources with knobs, flaps, keys or shutters.</li> <li>• Incorporate technology resources that children recognise into their play, such as a camera, tablets, and IWB</li> <li>• Use technology safely, respectfully and responsibly Recognise uses of IT beyond school – watch online safety videos from Childnet website (Jessie and fiends).</li> <li>• (Internet Safety Day)</li> </ul>					
<b>Computing and E-safety Year</b>	Age restrictions Turning the device on and off Logging onto	Disinformation, misinformation and hoaxes Using the user	Passwords Coding on Scratch Junior Using blockly write a	Privacy Settings Textease CT Create a 5 x 5 grid Enter titles	Unsafe communication Taking photos and	Impact on quality of life, physical and mental health and

## Long Term Plan 2023/24 – Reception & Year 1

<b>1</b>	the device Finding ad moving images. Create and manipulate an image.	interface (mouse pad and keyboard) to navigate the internet. Scrolling up and down Clicking left and right buttons Use a safe search	sequence of code for a sprite to follow (Creating an algorithm for physical movement).	Enter information	reviewing them Send to a shared area (class cloud). Edit and improve an image.	relationships Taking photos and reviewing them Loading PowerPoint Cut and paste images Create and manipulate a text box
<b>History Reception</b>	<p><b>People and Communities</b> Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><b>The world</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>					

## Long Term Plan 2023/24 – Reception & Year 1

<b>History Year 1</b>		<b>Tudors 1485-1603</b> -The Spanish Armada -Sir Francis Drake -Matthew Starke , sailor		<b>Age of exploration (1642) and Space race (1969)</b> - Landing in America and landing on the moon - Christopher Columbus and Neil Armstrong		<b>1896 Greece and Tokyo 2020</b> - The first modern Olympics and the current Olympic games - Katarina Johnson-Thompson and Thomas Burke
<b>Geography Reception</b>	<b>Location/Place Knowledge</b> -To be able to talk about where they live.  <b>Human and Physical Geography</b> -Be able to talk about the changes that take place around us in autumn and winter.  <b>Geographical Skills</b> -Treasure hunt - To be able to use effective speaking and listening to navigate around the classroom  Autumn walks identifying changes in the world around us.		<b>Location/Place Knowledge</b> -To be able to talk about the moors and their position around Tavistock.  <b>Human and Physical Geography</b> -To be able to talk about the changes around us in springtime.  Be able to talk about changes in the weather.  <b>Geographical Skills</b> -Treasure hunt - To be able to use effective speaking and listening to navigate around the playground  Spring walks identifying changes in the world around us.		<b>Location/Place Knowledge</b> To be able to talk about the seaside and its position on the coast.  <b>Human and Physical Geography</b> To be able to talk about the summer season and the changes around them.  To be able to talk about how the seaside has changed.  <b>Geographical Skills</b> Treasure hunt - To be able to use effective speaking and listening to navigate around the classroom  Summer walks identifying changes in the world around us.	
<b>Geography Year 1</b>	Geography- Where in the world do I live? Exploring Tavistock and Devon.		Geography – 4 countries of the UK and its capital cities		Geography – comparing hot and cold climates	

## Long Term Plan 2023/24 – Reception & Year 1

	Local walk focusing on features around Tavistock .					
<b>Music Reception and Year 1</b>	Charanga 'Hey You' Explore rhythm, pulse and pitch. Use recorders and glockenspiels to accompany.	Charanga 'Rhythm in the way you walk'. Perform 'Rhythm in the way you walk' and 'Banana Rap' and compare.	Charanga ' In the Grove'. Learn to sing it in a range of different musical styles	Charanga ' Round and Round'. Perform with recorders and glockenspiels to accompany.	Charanga Learn about pitch and different notes through playing with glockenspiels	Compose notation for bells and Boomwhackers. Perform to each other. Listen to and appraise one another's performances.
<b>Art Reception and Year 1</b>	Painting, Sculpture, printing and collage.		Textiles and printing. Digital Media.		Colour mixing – textures and collage	
<b>Design Technology Reception and Year 1</b>		Christmas tree decorations for St Eustatius Sliders and levers – making cards with moving parts.		Freestanding structures link to English, park equipment or furniture.		Link to science – Food – Preparing fruit and vegetables. Picnic. Explore different processing methods – cut, grate, peel and slice.
<b>Personal Social Health Education Reception</b>	Skill for success – Resilience, hygiene, personal privacy, emotions, people who look after you.	Skill for success – Self belief, Respectful relationships.	Skills for success – Responsibility, health and prevention, drinking water, healthy eating and exercising and safer internet day.	Skill for success – Understanding yourself, talking your own family, keeping safe, playing with other.	Skills for success – Co-operation. Following and remembering rules	Skills for success – Risk taking Emergency services, confidence in new situations.
<b>Personal Social Health Education Year 1</b>	Skill for success – Resilience, hygiene, personal privacy, emotions, people who look after you.	Skill for success – Self belief, Respectful relationships, mental wellbeing, money sense	Skills for success – Responsibility, health and prevention, safer internet day, respectful	Skill for success – Understanding yourself, mental health, family and people who care,	Skills for success – Co-operation. Respectful relationships, physical health and	Skills for success – Risk taking First aid, preparing for transition and change.

## Long Term Plan 2023/24 – Reception & Year 1

			relationship, Drugs, alcohol and tobacco	caring friendships, money sense, Drugs, alcohol and tobacco	fitness, money sense.	
<b>Religious Education Reception</b>	Being special – where do we belong?	Why is Christmas special for Christians?	Why is the word of 'God' so important to Christians?	Why is Easter special to Christians?	What places are special and why?	What times/stories are special and why?
<b>Religious Education Year 1</b>	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?	1.7 Who is Jewish and how do they live?	1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter?
<b>Physical Education Reception and Year 1</b>	Coordination and static balance.  Fundamental movement skills used in a context of a game hop skip run side step backward.	Dynamic balance - jumping and landing and static balance  Fundamental movement skills used in a context as part of a team. Hand and eye coordination throwing and catching as part of an invasion game.	Dynamic and static balance – on a line  Fundamental movement skills used in a context as part of a team. Hand and eye coordination using a hockey stick as part of an invasion game.	Co-ordination ball skills and counter balance with partner  Fundamental movement skills used in a context as part of a team Hand and eye coordination using a tennis racket with a partner.	Co-ordination and agility – Ball skills focusing on sending, receiving and moving with a ball.  Fundamental movement skills used in a context as part of a team. Hand and eye coordination as part of a striking and fielding game.	co-ordination ball skills and counter balance with partner.  Fundamental movement skills used in a running, jumping and throwing context. Children to improve performance in a sprint, run, throw and jump event.