

St Dennis Primary Academy – Long Term Plan

| Reception – Kroenek Class | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Question | What happens at school? | What is a hero? | Which animal is the best? | What's on my plate? | What's the best way to travel? | Where do I live? |
| Real Life Experiences | Starting school with new routines and expectations | Visits from/to the Emergency Services Visit from a 'super-hero' | Visit to Newquay Zoo Creating animal homes and feeders | Cooking Growing our own herbs and vegetables | Visit to Cardinham Airfield or Bodmin Stream Railway Traffic survey | Walks around the village to map our local area |
| Environment and Community | Fabulous finish to share successes of the first term with parents and carers | Visit to, or from, older generations to find out about their time at school Creating a display about why our school is wonderful to display | Caring for, and creating, local animal habitats | Talk from the school cooks | Walk to school week. Environmentally friendly ways to travel | Nature walk |
| Circle Time | Getting to know you | Being kind and friendship | Feelings | Listening and concentrating | Resolving conflict and problem solving | Achieving and changes |
| Whole School Events | Stay Safe Week Black History Month | Anti-Bullying Week NSPCC PANTS | Drug and Alcohol Education Safer Internet Day | Money and Careers Week | Environment Week | RSE Week Healthy Week |
| Personal, Social and Emotional Development <i>Building Relationships</i> <i>Managing Self</i> <i>Self-Regulation</i> | Building respectful relationships with peers and adults. Sees themselves as a valuable individual. Managing their own needs. | Building constructive relationships with peers and adults. Showing resilience. Considering the feelings of others. | Thinking about the perspective of others. Showing perseverance. Learning to express and moderate their own feelings. | Showing sensitivity to others. Being confident to try new activities. Giving focused attention and respond appropriately. | Working cooperatively with others. Knowing right from wrong in a wide variety of contexts. Understand the feelings of themselves and others. | Forming positive attachments to others – Transition to Year 1 focus. Understanding own hygiene needs and how to keep healthy. Setting and working towards simple goals. |
| ELGs | Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. Managing Self | | | | | |

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| | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Self-Regulation</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and 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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | | | | | |
| <p>Communication and Language</p> <p><i>Speaking</i> <i>Listening, Attention and Understanding</i></p> | <p>Developing social phrases and describing events in some detail.</p> <p>Understanding how to listen carefully and why it is important.</p> | <p>Articulating ideas and connecting more than one idea or action.</p> <p>Engaging in stories, rhymes and songs.</p> | <p>Using new vocabulary and retelling stories.</p> <p>Engaging in non-fiction.</p> | <p>Asking questions and using talk to work out problems.</p> <p>Listening attentively and responding with relevant comments, actions or questions.</p> | <p>Expressing ideas and feelings in full sentences with correct use of tenses.</p> <p>Holding conversations with peers and adults.</p> | <p>Offering explanations for why things happen in small group and class discussions.</p> <p>Making comments about what they have heard and asking questions to clarify.</p> |
| ELGs | <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> | | | | | |
| Rhymes | <p>Humpty Dumpty One, Two, Three, Four, Five Hey Diddle, Diddle Days of the Week</p> | <p>Polly Put the Kettle On This Old Man 5 Fat Sausages Jack and Jill</p> | <p>Three Blind Mice Down In the Jungle Wiggly Woo</p> | <p>5 Currant Buns I'm A Little Tea Pot Go Bananas, Peel Bananas Oats and Beans and Barley Grow</p> | <p>Grand Old Duke of York A Sailor Went to Sea</p> | <p>Going up Cambourne Hill Coming Down London Bridge Is Falling Down Doctor Foster Went to Gloucester I Can Sing a Rainbow</p> |
| <p>Physical Development</p> <p><i>Gross Motor Skills</i> <i>Fine Motor Skills</i></p> | <p>Developing skills to manage the school day.</p> <p>Developing small motor skills.</p> | <p>Revising and refining fundamental movements.</p> <p>Using a range of tools.</p> | <p>Balance, agility and co-ordination.</p> <p>Using a range of tools accurately.</p> | <p>Ball skills.</p> <p>Developing foundations of a handwriting style.</p> | <p>Knowing and talking about different factors to support health and wellbeing.</p> | <p>Knowing and talking about different factors to support health and wellbeing.</p> |

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| | | | | | Showing accuracy and care when drawing. | Holds a pencil effectively for fluent writing. |
| ELGs | <p>Gross Motor Skills 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 Skills 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> | | | | | |
| PE | Personal Coordination Static Balance | Social Dynamic Balance and Ability Static Balance | Cognitive Dynamic Balance Static Balance | Creative Coordination Counter Balance | Physical Coordination Agility | Health and Fitness Agility Static Balance |
| Literacy <i>Comprehension</i> <i>Word reading</i> <i>Writing</i> | Demonstrates an understanding of what has been read to them. Saying the sounds for individual letters. Can form lower case letters correctly. | Anticipates key events in stories. Blending sounds into words. Writes recognisable letters. | Anticipates key events in stories. Reading letter groups that represent sounds. Is able to spell words. | Re-reads books to build confidence in fluency and understanding. Reading common exception words. Can write short sentences. | Uses and understands recently introduced vocabulary. Reading simple phrases and sentences. Re-reads what they have written to check it makes sense. | Uses and understands recently introduced vocabulary. Reading aloud simple sentences and books. Writes simple phrases and sentences that can be read by others. |
| ELGs | <p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> | | | | | |
| Read Write Inc | Whole class speed sound lessons. Read single-letter Set 1 sounds | Assessed groups Read all Set 1 sounds: blend sounds into words orally | Assessed groups Blend sounds to read words; read short Ditty stories | Assessed groups Read Red Storybooks | Assessed groups Read Green Storybooks; read some Set 2 sounds | Assessed groups Read Green or Purple Storybooks |

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| Talk Through Stories | Perfectly Norman Hugless Douglass My Monster and Me Ravi's Roar Ruby's Worry There's a Snake in my School | Burglar Bill Cottonwool Colin I'm in Charge Sonya's Chickens Stick Man Tiddler | Elmer Handa's Hen Owl Babies The Rainbow Fish The Wonky Donkey Zog | Click Clack Moo Farmer Duck Six Dinner Sid Supertato The Extraordinary Gardner The Giant Jam Sandwich | Aliens Love Underpants How to be a Viking On the Way Home Room on the Broom Slow Sampson Where the Wild Things Are | A Little Bit Brave Anna Hibiscus' Song Dogger One Snowy Night The Scarecrow's Wedding Winnie the Witch |
| Drawing Club | | Not Now Bernard Jack and the Beanstalk Chicken Licken Goldilocks Hansel and Gretel | Dear Zoo Three Billy Goats Gruff Little Red Hen The Three Little Pigs The Hairy Toe | The Giant Jam Sandwich Farmer Duck The Tiger Who Came to Tea The Magic Porridge Pot The Gingerbread Man | We're Going on a Bear Hunt Rosie's Walk Pirate Pete Room on the Broom Wacky Races | Where the Wild Things Are Goldilocks and the Three Bears Would You Rather? What's in the Witch's Kitchen Hansel and Gretel |
| Suggested texts | Jack and the Beanstalk Cinderella Little Red Riding Hood Three Little Pigs Princess and the Pea Billy Goats Gruff | Here We Are Aliens Love Underpants | The Very Busy Spider Oi Frog Slug Needs a Hug | Handa's surprise Oliver's vegetables George and the Dragon and the Giant Chocolate Cake | Oi Get Off Our Train You Can't Take an Elephant on The Bus | Pattan's Pumpkin |
| Story telling texts for writing | | | The Little Red Hen – Pie Corbett | The Enormous Turnip – Pie Corbett | Room on the Broom – Julia Donaldson (adapted) | The Little Raindrop – Joanna Gray (adapted) |
| Maths Number Numerical Patterns | Counts objects, actions and sounds. Can count beyond 10. Continuing, copying and creating patterns. Subitise within 3. Identify sub-groups. Create their own patterns for numbers within 4. | Is able to compare numbers. Can link a numeral to a value. Investigates shapes. Subitise within 5. Continue to develop counting skills. Explore the cardinality of 5, linking this to dice | Understanding one more and one less. Is able to subitise. Can compare length weight and capacity. Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. | Exploring the composition of numbers to 10. Can select and manipulate shapes to develop spatial reasoning. Comparing quantities to 10. Explore symmetrical patterns, in which each side is a familiar | Recalling number bonds to 5. Explore patterns within numbers to 10 including evens and odds, doubling and distributing quantities evenly. Practise increasingly familiar subitising arrangements, including those which expose '1 | Recalling number bonds to 10. Verbally counts beyond 20. Consolidation of mathematical knowledge and skills as well as targeted individual teaching. |

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| | <p>Using their fingers to represent quantities. Experience subitising in a range of contexts, including temporal patterns made by sounds. Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. Develop 1:1 correspondence. Opportunities to understand that anything can be counted. Explore strategies which support accurate counting. See that all numbers can be made of 1s. Compose collections within 4. Understand that sets can be compared according to a range of attributes, including by their numerosity. Use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p> | <p>patterns and 5 fingers on 1 hand. Recognise numerals, relating these to quantities they can subitise and count. Explore the concept of 'wholes' and 'parts'. Explore the composition of numbers within 5. Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching. Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> | <p>Explore a range of patterns made by some numbers greater than 5. Experience patterns which show a small group and '1 more'. Match arrangements to finger patterns. Verbal counting to 20 and beyond. Order numbers, linking cardinal and ordinal representations of number. Practise recalling 'missing' or 'hidden' parts for 5. Symmetrical patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'. Compare sets using the language of comparison and play games which involve comparing sets. Compare sets by matching, identifying when sets are equal Explore ways of making unequal sets equal.</p> | <p>pattern, linking this to 'doubles'. Continue to consolidate their understanding of cardinality, working with larger numbers within 10. The counting pattern beyond 20. Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Link even numbers to doubles. Explore the composition of numbers within 10. Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> | <p>more' or 'doubles' patterns. Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number. Be encouraged to identify when it is appropriate to count and when groups can be subitised. Verbal counting to 20 and beyond, including counting from different starting numbers. Continue to develop confidence and accuracy in both verbal and object counting. Explore the composition of 10. Order sets of objects, linking this to their understanding of the ordinal number system.</p> | |
| ELGs | Number | | | | | |

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| | <p>Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | | | | | |
| <p>Understanding the World</p> <p><i>People, Culture and Communities</i></p> <p><i>Past and Present</i></p> <p><i>The Natural World</i></p> | <p>Talk about members of family and community. Name and describe familiar people. Explores the natural world around them.</p> | <p>Comments on images of familiar situations in the past. Understand special places in the community. Understand life is different in other countries. Draw simple information from a map. Describe what they can see, feel and hear outside.</p> | <p>Compare and contrast characters from stories, including figures from the past. Recognise and describe different environments. Make observations and drawings of animals and plants.</p> | <p>Talk about the lives of people around me. Understand life is different in other countries.</p> | <p>Know similarities and differences between the past and now. Recognise environments different to where they live. Understand the effect of changing seasons.</p> | <p>Show an understanding of the past. Know similarities and differences between the natural world around them and in other places. Explore and understand important processes and changes in the natural world.</p> |
| <p>ELGs</p> | <p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | | | | | |
| <p>Investigations</p> | | <p>Magic Snow Fizzing Candy Canes</p> | <p>Spider Webs Bubble Snakes</p> | <p>Super Spaghetti Walking on Egg Shells</p> | <p>Magnetic Motors Marble Run</p> | <p>Pendulum Painting Sinking Eggs</p> |
| <p>Expressive Arts and Design</p> | <p>Explores a variety of artistic effects.</p> | <p>Refining ideas and representations.</p> | <p>Creating collaboratively. Sing in a group or alone.</p> | <p>Make use of props and materials when role playing.</p> | <p>Safely explore materials, tools and techniques. Engage in music making.</p> | <p>Share creations, explaining processes.</p> |

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| <i>Creating with materials</i> <i>Being imaginative and expressive</i> | Move to and talk about music. | Talk about dance and performance art. | | Develop storylines in play. | | Performing a range of art forms. |
| ELGs | <p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> | | | | | |
| Design and Technology | | | Structures Making animal homes | Food Make a salad or fruit | Mechanisms Making vehicles | Textiles Create flags that celebrate where we live |
| Charanga Music | | My Stories Learn to sing nursery rhymes and action songs Find the pulse as one of the characters from the song | | Everyone Learn to sing nursery rhymes and action songs Invent ways to find the pulse | | Our World Learn to sing nursery rhymes and action songs Find the pulse and show others your ideas |
| Songs | 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 | I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song | 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 | Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat the Wheels on The Bus The Hokey Cokey | Big Bear Funk | Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat |
| Religious Education | God and creation Retell stories, talking about what they say about the world, God, human beings. Talk about what people do to mess up the world | Incarnation Recall simply what happens at a traditional Christian festival (Christmas) | Salvation Talk about some ways Christians remember these stories at Easter. Talk about ideas of new life in nature. | Being Special – Where do we belong? Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional | Which places are special and why? Recognise that some religious people have places which have special meaning for them. | Which times and stories are special and why? Identify a sacred text e.g., Bible, Torah Identify some of their own feelings in the stories they hear. |

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| | <p>and what they do to look after it.</p> | <p>Say what makes their family and friends special to them.</p> | | <p>Christian infant baptism and dedication.</p> | <p>Talk about the things that are special and valued in a place of worship. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> | |
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