

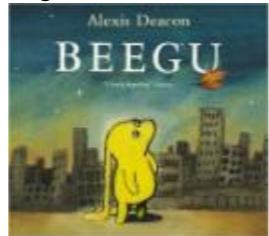
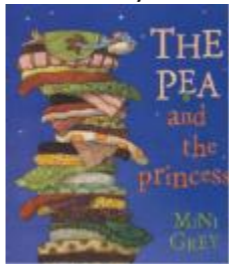
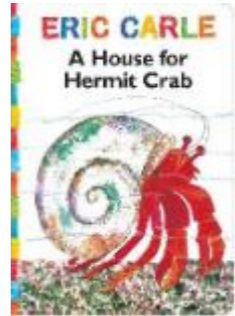
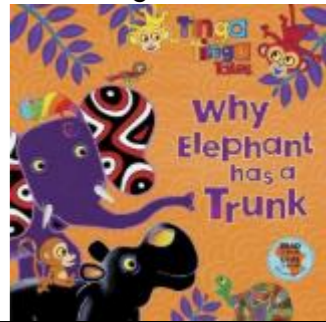


Buttercups Cycle B Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	We are family!	Starry Starry Night	Fairy Land	Ready Steady Grow	Around the World	Let's Splash!
Key Themes/possible Lines of interest	Myself Families, friends and pets Friends My house Autumn Starting School Birthdays	Day time/Night-time Nocturnal Animals Shadows Celebrations/Light – Diwali, Bonfire Night, Christmas People who help us Remembrance Day	Stories – Traditional Tales Feelings Materials Animals – linked fairy tales Food – Breakfast	Spring Growing Lifecycles Pancake Day Easter	Our world – Continents Animals Habitats Transport on land/in air	Seas and Oceans Seaside Summer Animals under the sea/ Sea shore Transport over/under water Looking after the ocean
Key Experiences	Make a scarecrow Go for a walk around the local area Visit the Church	Learn about and celebrate a festival from another culture See a live performance Perform in a play (Nativity)	Feed the ducks Visit residents in the local area Make a meal to share	Plant, grow and eat our own fruits/vegetables Try a new fruit or vegetable Go on a minibeast hunt Meet/Find out about a local hero/es	Learn to cross a road safely Learn how to look after an animal Travel on a bus Observe a lifecycle	Take part in a fundraiser for charity Take part in a sports competition Have a Teddy Bear's picnic
Calendar/ Events	Harvest Grandparent's Day Scarecrow Festival	Remembrance Day Guy Fawkes / Bonfire Night Christmas / Nativity Diwali Hannukah Black History Month Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day	Easter Earth Day Mother's Day Science Week World Book Day	Start of Ramadan Eid D-Day National Story-telling week	Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS
Communication and Language CL	Listening, Attention and Understanding	Listening and following directions and looking at someone when they are speaking; Using prepositions when following instructions; Asking and responding to why questions; Following stories read to them and talk about the pictures in the book.	Understanding why listening is important. Listening to and following an instruction; Following instructions provided they are not over-engaged in their own choice of activity; Listening to stories with increased attention and recall; Asking and responding to 'why' questions;	Knowing that they need to be quiet and concentrate when listening. Maintaining attention, concentrating and sitting quietly during appropriate activities; Listening to a whole story from beginning to end; Responding to instructions involving a two-part sequence; Listening and responding to ideas expressed by others in conversation and discussion; Remembering key	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.	Listen carefully to the things other people have to say in a group; Ask appropriate and relevant questions as a result of listening carefully; Show understanding by asking an appropriate question after listening; Able to work with a small group to discuss what has been presented to them.

			Showing interest in the lives of other people or events; Listening to one another in one-to-one or small groups. Showing interest in nonfiction books.	points from a story without needing prompts; Showing specific interest in a non-fiction book linked to a topic or theme		
	Speaking	Knowing many rhymes, be able to talk about familiar books Developing their communication but may struggle with using tenses accurately; Beginning to use sentences with four to six words; Beginning to start a conversation with an adult or a friend and continuing it in turns	Expanding their vocabulary to include new words related to topic or theme. Continuing to use new vocabulary when the topic or theme has ended. Asking questions to understanding. Retelling a simple past event in the correct order; Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences; Using talk in pretending that objects stand for something else in play, e.g. this ruler is my sword.	Using new vocabulary in different contexts Asking questions to learn more about an event or a task. Using complete sentences more regularly. Using language to explore imaginary events, storylines and themes; Using language to imagine and recreate roles and experiencing in play situations; Linking statements and sticking to a main theme or intention; Using talk to organise, sequence and clarify thinking, feelings and ideas.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things may 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.	Speak clearly and confidently in front of people in class; Re-tell a well-known story and remember the main characters; Hold attention when playing and learning with others; Keep to the main topic when talking in a group; Ask questions in order to get more information; Start a conversation with an adult they know well or with friends; Listen carefully to the things other people have to say in a group; Join in with conversations in a group; Join in with role play.
Personal, Social and Emotional Development PSED	Families and relationships Who is in a family? Are all friendships good friendships? Do we all respond in the same way? Do we treat others how we want to be treated? How can we all remain friends? Does gender affect the jobs that people do?	Health and Wellbeing How do my emotions change me? What is wonderful about me? What is a growth mindset? Why should I be active? How can breathing help me relax? Do I have a healthy diet? Am I caring for my teeth well?	Safety and the changing body Who and what keeps us safe in school? Are roads safe?? What are the hazards in my home? Are all medicines good for me? What can I do if I get lost? Am I safe when I use the internet?	Citizenship Why are rules important? Are we the same or different? What care do animals need? What care do we need and when do we need it? What is democracy? How does democracy work in our school?	Economic Wellbeing What do we know about money? What are wants and needs? What can we do with the money we have? How do banks and building societies keep money safe? Why might people do the jobs they do?	Transition What were we like when we were younger? What is change? How am I feeling about the change ahead? What is exciting me and what is worrying me? What can we do now and what do we know now? What do I want/need to know about Year 1?







	How does loss and change affect us?		When is physical contact safe? How can I keep my private parts private?			
PSED Vocabulary	Family Friends Difference Diversity Gender Kindness	Emotions Happy Sad Angry Tired Grow Healthy Teeth	Safe Danger Hazards Risks Medicine Lost Internet	Rules Same Different Needs Democracy Vote Work School	Money Want Need Bank Safe Jobs Work	Young Old Feelings Worry Excitement
Physical Development PD	Introduction to PE Moving around the space Spatial awareness	Dance Travelling using different pathways Shapes and body parts	Fundamentals Rolling; crawling; walking; jumping; running; hopping; skipping; climbing.	Gymnastics Travelling Rolls and balances	Ball skills Throwing and catching Team Games	Games Further develop fundamental movement skills through games Scoring and playing by the rules Working with a partner/in a team Winning and losing
Poetry/Nursery Rhymes	Everybody has a name Ask Mummy, Ask Daddy – John Agard One, Two, Three, Four - Anon I'm an apple – Clive Riche Autumn Woods – James S Tippett The Wizard Said by Richard Edwards	Good night, good night – Dennis Lee Star light, star bright – Traditional The Dark – Adrain Henri Going to sleep – Ian McMillan My Teddy has a fright - Charles Thompson 5 Little Owls - Anon	Porridge is bubbling – Anon Honey Bear – Elizabeth Lang If I could only take home a snowflake – John Agard Breakfast – PH Kilby There was an old woman – Traditional Giant – Clive Webster	The Pancake – Christine Rossetti Soggy Greens - John Cunliffe Dinnertime Rhyme – June Crebbin Peas – Anon Hen's Song – Rose Fyleman The Tickle Rhyme – Ian Serrailier	Places – John Travers Moore Tiger – Mary Ann Hoberman Little Bird – Charlotte Zolotow Higglety, Pigglety, Pop – Unknown Kitty – Doug MacLead Cats – Eleanor Farjeon	Holiday Memories – June Crebbin Summer Song – John Ciardi Summer Days – Anne English Kite – Anon Sometimes – Lilian Moore Busy day – Micheal Rosen Summer – Christina Roessetti
Key Texts A range of High-quality texts have been chosen which are progressive throughout the year, teach specific vocabulary and skills and can be used alongside children's	On the way home by Jill Murphy Five Minutes Peace by Jill Murp+hy Cottonwool Colin by Jeanne Willis Perfectly Norman by Tom Percival The Scarecrow's Wedding by Julia Donaldson Room on the Broom by Julia Donaldson	Owl Babies by Martin Waddell The owl who was afraid of the dark by Jill Tomlinson One Snowy Night by Nick Butterworth Stickman by Julia Donaldson Whatever Next by Jill Murphy Goodnight Moon by Margaret Wise Brown Non-fiction	Goldilocks and the Three Bears Mr Wolf's Pancakes by Jan Fearnly The Three Billy Goats Gruff Little Red Riding Hood Six Dinner Sid by Inga Moore (Maths) Non-fiction Castles	The Tiny Seed by Eric Carle The Giant Jam Sandwich by Janet Burroway The Extraordinary Gardener by Sam Boughton Farmer Duck by Martin Waddell Non-fiction How to grow a seed	Gecko's Echo by Lucy Rowland The Slightly annoying elephant by David Walliams Elmer by David McKee Mrs Armitage on Wheels by Quentin Blake	Mr Gumpy's Outing by John Burningham The Rainbow Fish by Marcus Pfister Tiddler by Julia Donaldson Billy's Bucket by Kes Gray Non-fiction Big Blue Whale by Nicola Davies

interests and own ideas. Texts are chosen weekly and may change from those outlines to follow specific need and interest.	Non-Fiction All about families/ All about Diversity by Felicity Brooks and Mar Ferrero	Night-time Animals				
RWI Phonics Word Reading	Recognise our names Oral Blending – Fred Talk Games RWI Daily Phonics Sessions Introduction of Set 1 Sounds (Single Sounds/Special Friends) Fred Talk for reading – blending CVC words Fred Fingers for Writing – Write recognisable letters and CVC words		RWI Daily Phonics Sessions Recap Set 1 Single Sounds Consolidate special friends Begin to learn Set 2 sounds ay, ee, igh, ow, oo, oo Fred Talk for reading – reading simple phrases (Ditties) Fred Fingers for Writing – Writing simple words/captions Reading/Spelling some red words correctly		RWI Daily Phonics Sessions Begin to learn Set 2 sounds ar, or, air, ir, ou, oy Fred Talk for reading – Reading simple sentences including red words Fred Fingers for Writing – Writing simple sentences including red words Reading/Spelling some red words correctly	
Book Focus	Aladdin – Traditional Tale 	How to Catch a Star – Oliver Jeffers 	Beegu – Alexis Deacon 	The Pea and the Princess – Mini Grey 	A house for Hermit Crab – Eric Carle 	Why Elephant has a Trunk – Tinga Tinga Tales 
L Vocabulary	Magician Hourglass Evil Cave Lamp Magic Princess Poor Rich Treasure	Star Boy Sea Night Spaceship Catch Hide Lasso Seagull Shore	Lonely Spaceship Family Crash Hoop Friends Afraid Far away	Prince Princess Pea Luxury Comfort Discomfort Mattress Bed	Hermit Crab Shell Outgrow Plain Decorate Anemone Coral Sturdy Dim Tidy Protect	Elephant Dirty Smelly Waterhole Snappy Clean Attract Happy Trunk Bath
Writing Opportunities	-Mark making for purpose -Name Writing (NF) - Label family members (NF) - Label character pictures	-Speech bubbles for characters -Captions about Nocturnal animals (NF) -Label picture map of Horbling (Link UW NF) -List writing (Link UW Christmas NF)	- Captions or sentences to re-tell part of a learnt story -Character Wanted Posters writing words/simple phrases to describe the character -Simple instructions to make porridge (NF)	- Captions or sentences to re-tell/Innovate part of a story -Simple explanation of lifecycle (NF) -Simple instructions to plant a seed (NF) - Rhyming strings/Innovate Humpty Dumpty rhyme (P)	- Sentences to re-tell/innovate the beginning/middle/end of a simple story -Fact file about an animal (NF) - Labelling Animal features (Link UW NF) -Writing a letter to another school	- Story writing (Re-tell/Innovate/Independent application) - Description of The Rainbow Fish - Postcard from a holiday destination (NF) -Summer Senses Poem (P)

						- Writing a letter to Year 1 Teacher/Children
Math Number Rote counting, recognition, counting, objects, sense, ordinal numbers, fractions, vocabulary, graphics and calculating	Reception Baseline Assessment Number – Counting The one to one principle Number – Comparison Recognising more/less/same Number – Cardinality Subitising Number – Composition Subitising	Number – Composition Subitising Number – Counting The five principles Number – Counting Conservation Pattern – AB Pattern Spatial awareness Language Shape Purposeful choice	Number – Counting The five principles Number – Comparison More/Less Number – Composition Separating amounts	Measure – Length, weight and capacity Pattern Complex Pattern Spatial awareness – Following and giving directions Shape Composition and decomposition	Number – Counting Estimation Number – Comparison Ordinality Number – Composition Understanding parts Number – Composition Number bonds Number – Composition Sharing and grouping Number – Composition Odd and even numbers	Measure Time Shape Construction Shape Recognition Pattern Replicating patterns
Math Opportunities within daily routine	<p><i>Mathematics should be continuous throughout the Early Years Provision and daily routine. Below is a suggestion of such opportunities for Mathematics – highlight chosen opportunities to use within this term.</i></p> <ul style="list-style-type: none"> <i>Self-registration on a tens frame</i> <i>No. of children</i> <i>Snack</i> <i>Day – Date - countdowns</i> <i>Days of the week</i> <i>Day / month / season</i> <i>Phonics count – Fred Fingers</i> <i>Ordinality</i> <i>How many here? Absent?</i> <i>Sorting & classifying</i> <i>Maths Working Wall</i> <i>Voting for stories</i> <i>Daily counting / counting down</i> <i>Dinner hall – language related to cutting up food etc</i> <i>General mathematical vocabulary in the environment</i> <i>Times of the day</i> <i>Routines</i> <i>References to clock</i> <i>Birthdays</i> <i>Age</i> <i>Height</i> <i>Resources arranged on tens frames</i> <i>Dojo points on tens frames</i> <i>3D shapes in construction</i> 					
Key Texts recommended by WRM to support	Noah's Ark Monkey Puzzle Dear Zoo The button Box We're going on a bear hunt	Anno's counting book Mr Rush, Mr Bump, Mr Strong Rosie's walk Pete the cat 4 groovy button	None the number Ugly 5	6 dinner Sid Jasper's Beanstalk 10 little superheroes (etc) 10 black dot	Spinderella Mr Gumpy's outing Grandpa's quilt	The doorbell rang One odd day Harry and bucketful of dinosaurs How many legs story Pattern Fish

teaching of key concepts		Kippers Birthday Peace at Last				
M Vocabulary	Copy Pattern Count Fewer More Shorter Taller Match Small Big	Separate Total Circle Triangle Rectangle Square Move Rotate More Fewer Equal/Same Measure	Count One more One less Match Sequence Order Clock Time Months Days Groups	Pattern Copy Continue Create Fix Shape Big/Bigger Small/Smaller Heavy/Heavier Light/Lighter	First Second Third Same Whole Part Pairs Number bonds Estimate	Double Equal groups Share Odd Even Ten Frame Separate Regular shapes Pattern Rule
Understanding the world UW	<p>Myself - How have I changed? Baby to child Show and tell – family photographs/photos as babies</p> <p>My family - Is my family the same as your family? Talk about members of my immediate family and community. Name and describe people who are familiar to me. Begin to make sense of my own life-story and family's history.</p> <p>My local area (Why is our world wonderful?) – Learning about the world's wonders, looking at the world's oceans and considering what is unique about the local area. Walk around local area – locating and talking about places and the</p>	<p>Celebrations – Birthdays, Christening, Diwali, Christmas – Do we all celebrate in the same way? How is light used as part of the celebrations? Recall previous celebrations in the past.</p> <p>Significant people – Explores how people in the past have helped to shape the present.</p> <p>Light – What gives us light? What makes a shadow?</p> <p>Seasons – What are the names of the 4 seasons? What changes do you notice? Can I compare the different seasons? Why are some animals awake at night? Nocturnal animals/Hibernation.</p>	<p>Stories from the past - What are fairy tales? Understand that Fairy tales are stories that have been told to children for hundreds of years. Fairy tales are set in the past. Compare characters and settings from stories set in the past.</p> <p>Materials – Use all of our senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.</p> <p>What is the weather like in the UK? Keeping a daily weather record and finding out more about hot and cold places in the UK.</p> <p>Celebrations – New Year/Lunar New Year</p>	<p>Plants – How does a seed become a plant? Understand the key features of the life cycle of a plant. Plant seeds and care for growing plants. Understand the need to respect and care for the natural environment and all living things. Naming different plants and flowers.</p> <p>The First Flight – Understand how the women are seen differently in the present. Explore the first flight. Compare the difference between past and modern vehicles.</p> <p>My community – Who is in my community? Who are special people in my community? How do they help me? Invite visitors from local area e.g. Police Officers, Firefighters to talk about their roles</p>	<p>Our World – Use large globes and pictures of the world to show there are different countries. Sharing stories that feature journeys. Talking about story settings and introducing vocabulary to describe place, buildings, landmarks. Recognise some environments that are different to the one in which they live. Exploring map of the UK Looking at the UK and surrounding seas.</p> <p>Transport - How do you travel to school/on holiday? Compare old and new forms of transport. Amy Johnson – first woman pilot to fly solo to Australia from Hull.</p> <p>Animals - Understand the key features of the life cycle of an animal.</p>	<p>How did women get to vote? – explore the role of women and how it has changed due to the actions of those in the past.</p> <p>Forces – What happens if I push or pull? Explore how things work. Explore and talk about different forces they can see/feel. Floating and Sinking link boats. Investigating magnetism.</p>

	<p>features of the local environment, drawing information from simple maps/creating block play on map</p> <p>Talk about those features I like and dislike.</p> <p>Express opinions on natural and built environments and give opportunities to hear different points of view on the quality of the environment</p>					
UW Vocabulary	<p>Changes</p> <p>Baby Young Adult Old Family Community Familiar Unique Map Natural Manmade</p>	<p>Birthdays</p> <p>Christening Diwali Christmas Light Shadow Spring Winter Summer Autumn Nocturnal hibernation</p>	<p>Past</p> <p>Compare Materials Natural Weather Cold Hot Rain Cloud Rainbow New year</p>	<p>Seed</p> <p>Plant Grow Plane Vehicle Community Help Local</p>	<p>Globe</p> <p>World Country Journey Place building Landmark Environment Transport Life cycle Caterpillar Chrysalis Butterfly</p>	<p>Vote</p> <p>Democracy Past Choice Forces Push Pull See Feel Float Sink Magnetic</p>
Expressive Arts and Designs EAD	<p>Marvellous Marks - Drawing</p> <p>Drawing from observation Self-portraits</p> <p>Baby Bears Chair</p> <p>Create a structure using a variety of different materials to create a chair for Baby Bear.</p>	<p>Paint my World</p> <p>Exploring paint and painting techniques Colour mixing primary colours Cool and warm colours Creating different shades</p> <p>Map it out</p> <p>Create a 3D map of our local area.</p>	<p>Mechanisms: Fairground Wheel</p> <p>Create a moving model using different materials. Cutting different materials Joining materials Weaving Folding skills</p>	<p>Painting and Mixed Media: Life in Colour</p> <p>Exploring paint and painting techniques Colour mixing primary colours Cool and warm colours Creating different shades</p> <p>Exploration of mixed media resources Create landscape collages</p>	<p>Mechanisms: Making a moving Monster</p> <p>Create a moving monster using levels, linkages and pivots.</p>	<p>Sculpture and 3D</p> <p>Using clay Designing and creating 3D animal sculptures</p>
EAD Vocabulary	<p>Draw</p> <p>Observe Self Mirror Chair Structure Create Build</p>	<p>Mix</p> <p>Red Green Blue Cool Warm Shades Map</p>	<p>Move</p> <p>Axle Material Cut Join Weave Fold</p>	<p>Splat</p> <p>Blow Dab Brush Shade Cut Stick</p>	<p>Axle</p> <p>Link Mechanical Pivot Wheel Levels</p>	<p>Clay</p> <p>Mold Pinch Twist Roll Squish Fold Rub</p>

Famous Artists	 Picasso	 Van Gogh – Starry Night	 Samantha Stephenson	 Andy Goldsworthy Megan Coyle – Landscape Collage	 Celilia Vicuna	 Julie Wilson – Animal Sculptures
Kapow Music	Musical Symbols Year 1 Music Unit: Musical Symbols (Under the Sea Theme) Creating an underwater-themed performance incorporating instrumental, vocal and body sounds.	Call and Response Using instruments to represent animals, copying rhythms and creating call and response rhythms.	Sound Patterns Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	Dynamics Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.	Contrasting Dynamics Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	Structure Developing an understanding of structure by exploring and ordering rhythms.
RE	LAS Unit Myself Special people to me Who is special to me? What does it mean to belong?	Incarnation The Nativity Why does Christmas matter to Christians?	LAS Unit Our special books What can we learn from stories from different religions?	Understanding Christianity Salvation Why do Christians put a cross in an Easter garden?	Understanding Christianity Creation Why is the word God so important to Christians?	LAS Unit Our Beautiful World How can we take care of the world around us?
Computing	Computing systems and networks – IT around us Children will develop their understanding of what information technology (IT) is and will begin to identify examples.	Digital Photography Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing photos.	Programming Beebots Children learn about directions, experiment with programming a Bee-bots	Pictograms Using our maths skills, children will begin to understand what the term data means and how data can be collected in the form of a tally chart.	Creating media – Digital music Learning to explore how music can make them feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools.	Programming quizzes Use and modify designs to create their own quiz questions in ScratchJr.