



SOUTH HYKEHAM PRIMARY SCHOOL

LONG TERM PLAN

THIS PLAN IS A GUIDE.

The curriculum may change depending on the needs of the curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	The Gruffalo Autumn Hedgehogs and Owls Bears	Celebrations Space Wizards and witches.	Winter Cold Places Penguins and Polar Bears Where do we live?	Growing What's in the garden? Mini- beasts Giants Superheroe s	Do we always make the right choices? Traditional Tales	A life of adventure! Pirates Seas and Oceans Far Away Places Dinosaurs
Learning from our environmen t.	Autumn Walks Collecting natural objects. Andy Goldsworthy Art.	What can we do with a stick? Making Wands. Making Stick Man.	Exploring ice, frost, changes in the weather. Camp fire and marshmallo ws.	Growing vegetables, plant experiment s. Observing mini- beasts, flowers.	Walks in our environment- river walk. Den making. Making a Cairn.	Making fences for show jumping! Summer picnic using what we have grown

	Leaf art based on the Leaf Man. Planting bulbs. Picking fruit from fruit trees and cooking.	Potions from leaves and Petals	Walks in our environment / village/ church.	Making a bug hotel.		in our garden. Treasure hunts and trails. Fairy gardens.
Story linked to topic	The Gruffalo Goldilocks and the Three bears We're going on a Bear Hunt Leaf man The Little Red Hen Owl Babies Hedgehog Howdedo	Room on the Broom Winnie the Witch Stories Whatever Next Aliens Love Underpants The Jolly Christmas Postman	Lost and Found The Emperor's Egg	Jack and the beanstalk and similar stories. Supertato	The Three Little Pigs The Three Billy Goats Gruff The Elves and the Shoemaker Little Red Riding Hood	Teatime for Pirates The Pirates Next Door Saturday Night at the Dinosaur stomp. The Dinosaur that Pooped a Planet.

Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions, comments and actions when being	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Make comments about what	Articulate their ideas and thoughts in well-formed sentences . Connect one idea or action to another using a range of connectives.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

	read to and during whole class discussions and small group interactions. Topic words-Word aware	they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Topic words-Word aware	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussion	might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Topic words-Word aware	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. Topic words-
--	---	---	--	---	-------------------------------	---

			s, offering their own ideas, using recently introduce d vocabular y. Express their ideas and feelings about their experienc es using full sentences , including use of past, present and	Topic words- Word aware		Word aware
--	--	--	---	--	--	-----------------------

			future tenses Topic words- Word aware			
Phonics Following the Little Wandle Scheme	Phase 2 Graphemes: s, a ,t, p, I, n ,m,d, G ,o, c, k, Ck ,e ,u, R ,h ,b ,f ,l Tricky words: Is, I, the CVC blending	Phase 3 Graphemes: f ,ll ,ss ,j, V ,w ,x ,y, Z ,zz ,qu , ch , sh, th, ng, nk words with /s added at the end. Tricky Words: Put, pull, full, As, and, has, His, her, go, no, to, into, she, me Push, he, of,	Phase 3 Graphemes: ai, ee, igh ,oa, oo, oo, ar, or, ur, ow, oi, ear, air, er Words with double letters. dd, mm, tt, bb rr, gg, pp, ff.	Review Phase 3. Words with Double letters. Longer words from Phase 3. Compound words from Phase 3. Words with two or more digraphs.	Phase 4 Short vowel words. CCVC CVCC CCCVC CCCVCC Longer words Compound words. Root words ending in -ing, -ed/t/, -ed/id/ed/, -est Tricky words Said, so, have, like, some, come, love, do, were, here, little, says, there, when, What, are, Out, today	Phase 4 Long vowel words. CVCC, CCVC, CCCVC, CCV, CCVCC Phase 4 words ending in -s/s, - s/z/, -es. Longer words. Root words ending in - ing, -ed/t/, - ed/id/ed, - ed/d/

		We, be CVC Blending	Longer words from Phase 3. Tricky words. Was, you, they, my, by, all, are, sure, pure	Longer words ending in -ing, -s, -es		Phase 4 words ending in -s/s/, -s/z/, -es. Review all tricky words and spelling.
Reading	Book Talk Nursery Rymes and songs. Books to share. Name recognition. Guided reading in line with our Little Wandle scheme.	Book Talk Nursery Rymes and songs. Books to share. Name recognition. Guided reading in line with our Little Wandle scheme.	Book Talk Nursery Rymes and songs. Books to share. Name recognition. Guided reading in line with our Little Wandle scheme.	Book Talk Nursery Rymes and songs. Books to share. Name recognition. Guided reading in line with our Little Wandle scheme.	Book Talk Nursery Rymes and songs. Books to share. Name recognition. Guided reading in line with our Little Wandle scheme. Topic key words.	Book Talk Nursery Rymes and songs. Books to share. Name recognition. Guided reading in line with our Little Wandle scheme.

		Topic key words.	Topic key words.	Topic key words.		Topic key words.
Writing	Extend spoken vocabulary. Manipulates objects with good fine motor skills. Develop pencil grip and letter formation. Ascribe meaning to marks.	Segment and blend CVC words and captions. Continues a rhyming string. Manipulates objects with good fine motor skills. Use one handed tools with increasing control. Develop letter formation.	Segment and blend CVC words and captions. Build simple sentences and can read them back. Writes for different purposes. Spell some irregular words correctly.	Segment and blend CVC words and captions. Build simple sentences and can read them back. Writes for different purposes. Spell some irregular words correctly. Begin to spell phonetically plausible words with more than	Write phonetically plausible sentences which can be read by themselves and others. Spell some irregular common words correctly. Spell CVCC and CCVC words. Begin to use key features of narrative in their writing.	Write phonetically plausible sentences which can be read by themselves and others. Spell some irregular common words correctly. Spell CVCC and CCVC words. Begin to use key features of narrative in their writing.

				one syllable.		
Maths Based on the White Rose Maths scheme	Just Like me! It's me 1,2,3	Light and Dark Alive in Five	Growing 6,7,8 Building 9 and 10	To 20 and Beyond First, Then, Now	Find my Pattern On the Move	Consolidation of all Units
Possible Maths Texts	Where's my Teddy? The Button Box Seaweed Soup Duck in the Truck Dear Zoo Mr Big We're going on a Bear Hunt I'm Number One One Bear at Bedtime Circle/Triangle	Pete the Cat and his 4 Groovy Buttons Kipper's Birthday The very Hungry Caterpillar Square Bear in a Square Peace at Last Day Monkey, Night Monkey Funnybones	Six Dinner Sid Kipper's Toybox Sidney the Silly One who only eats Six. What the Ladybird heard. Simon's Sock The Giraffe who got a knot. Tall	One to 10 and back again. Which is round? Which is Bigger? Snail Trail - A journey through Modern Art. Tad The Shopping Basket Monster Math	This is the story of Alison Hubble Two of everything. Double the ducks Bean 13 One Odd Day Pete the Cat and the Missing Cupcakes Underwater Counting. What the Ladybird heard. Mr Gumpy's Outing Mr Archimedes Bath Pattern Bugs and Pattern Fish. How Many Legs? The Secret Path Once Upon a Time Map Book In Every House in Every Street.	

	Rosie's Walk Each Peach Pear Plum Anno's counting Book	None the Number I Spy Numbers Who Sank the Boat? Anno's Counting Book The Ugly Five The Blue Balloon	Jasper's Beanstalk Mouse Count Cockatoos Mr Magnolia Mouse Shapes Pattern Bugs	Jack and the Flum Flum Tree		
Physical Activate will run across each term.	Gross and fine motor activities e.g. Finger Gym. Ball games Construction and malleable activities. Mark making Tidying up Independent toileting and washing hands.	Gross and fine motor activities e.g. Finger Gym Ball games Construction and malleable activities. Mark making. Name writing. Cutting skills. Outdoor skills - Moving in	Outdoor skills - Moving in different ways Name writing Talk about aspects of good health. Premier Sports coaches.	Outdoor skills - Moving in different ways Name writing Talk about aspects of good health. Premier Sports coaches	Handle equipment and tools effectively, including pencils for writing Considers and manages some risks when tackling new challenges. Develop characteristic of effective learning - persistence, motivation. Preparation for Sports Day. P.E Ball skills Rolling, kicking, throwing, catching and bouncing.	Manipulates objects with good fine motor skills. Considers and manages risks in new environments - day trip P.E Ball skills - hitting and aiming Sports Day

	Self dressing- fastening coats/ shoes independently. Carpet skills with increased learning behaviours. P.E Spatial awareness - Val Sabin Yoga Parachute games	different ways and managing risks Use one handed tools with increasing control e.g. scissors, pencils. P.E Awarenes s of body parts/ Body shapes/ balance - Val Sabin Dance - Val Sabin	P.E Travelling and turning, bouncing and jumping Drama	P.E Carrying and steering Yoga	Drama	
People and Communitie s.	People and Communities	People and Communities	People and Communitie s	People and Communitie s	People and Communities Role-Play	People and Communities

	Role-play - Home corner and Supermarket 'About Me' small world. Talk about significant events in their own experience. Talk about themselves, friends and family. Know about similarities and differences between themselves and others, and among families, communities and traditions.	Role-play - Celebration shop Space Station Post Office Santa's Workshop Significant events and traditions - Halloween, Bonfire Night, Poppy day, Christmas, Birthdays and Diwali. The World Differences and changes over time.	Role-play - Police Station, Fire Station Arctic Explorer tent Significant Events - Chinese New Year Pancake Day People Who Help Us in the community. Shows an interest in different occupations and ways of life.	Role-play- Garden Centre Significant events - Easter Can talk about things they have observed such as plants, animals, natural and found objects. Similarites and differences in relation to	Linked to Traditional tales The World Similarites and differences in relation to materials and living things. Technology Laptops	Role-play- Pirate ships Know that people do not always like the same things and are sensitive to this. The World Different types of transport. Seasons and changes over time. Comparing similarities and differences between different
--	---	---	---	--	--	---

	Technology Intorduce I-Pads - Doodle Write Learning games. Toys.	Seasons, weather, animals and plants. Technology Taking pictures	Making maps, plans, instructions and directions. Visit in the local area. Compare features of the environment and how environment s may vary from one place to another. Can talk about things they have observed such as	materials and living things. Technology Audio books C.D player Walkie Talkies		environments . Familiar with basic Scientific Concepts such as Floating and Sinking. Technology Laptops
--	--	---	--	--	--	--

			plants, animals, natural and found objects. Technology I-Pads, Bee-Bots			
PSED NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year	See themselve s as a valuable individual. Build constructi ve and respectful relationshi ps. Express their feelings and consider	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate	Show resilience and perseveranc e in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident	Think about the perspective s of others. Manage their own needs. Show understandi ng of their own feelings and those of others, and begin to regulate	Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs Self-Regulation Managing Self	Show sensitivity to their own and to others' needs Be confident to try new activities and show independen ce, resilience and

Jigsaw units are highlighted in BOLD	the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says Self-Regulation Managing Self	behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says Self-Regulation Managing Self Building Relationships	to try new activities Manage own basic hygiene and personal needs. Self-Regulation Managing Self Building Relationships	their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs Self-Regulation Managing Self	Building relationships	perseverance in the faces of challenge 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
---	--	--	---	--	-------------------------------	---

	Building Relationships					Changing Me
	Being me in my World					
R.E	My friends The Golden Rule – treat others the way you want to be treated (e.g. Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.) • Examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism)	Special Times for me and others Explore the idea of special times: birthdays, key events in life, events of national significance, etc. • Religious festivals, e.g. Christmas, Eid ul-Fitr, Hanukkah, Holi, Diwali, etc. – what happens during these festivals? How do they bring people	Our special places Use the senses to explore different artefacts from different religions • Investigate how these artefacts are used by religious people in their places of worship	My senses Explore different ways of using the senses using stimulus associated with religion, e.g. music, art, story, incense, food, etc.	Myself Examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) • Use visits and visitors where possible • Use stories/picture books to explore some ways in which religion is important to some people (e.g. http://coloursofus.com/childrens-books-ramadan/; https://www.waterstones.com/page/christmas-christmas-books-for-children/448 - scroll down to “religious gifts”; http://www.readbrightly.com/picture-books-forhanukkah/);	Our beautiful world Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism • Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living

		together in a community?			https://www.thoughtco.com/illustrate-d-childrens-books-about-sikhism2993531 ; https://www.amazon.com/Best-Sellers-Books-ChildrensHinduism/zgbs/books/16244691)	thing being part of Brahman, the ultimate reality in Hinduism, etc.)
Expressive Arts and Design	Exploring and Using Media and Materials Enjoys joining in with dancing and ring games. Sings a few familiar songs. Sings to self and makes up simple songs. Makes up rhythms. Recognise repeated sounds.	Exploring and Using Media and Materials Begins to build a repertoire of songs and dances. Explore colour and texture to make pictures. Understand that different media can be used to	Exploring and Using Media and Materials Begins to build a repertoire of songs and dances. Explore colour and texture to make pictures. Understand that different media can be used to	Exploring and Using Media and Materials Begins to build a repertoire of songs and dances. Explore colour and texture to make pictures. Understand that different media can be used to	Exploring and Using Media and Materials Begins to build a repertoire of songs and dances. Explore colour and texture to make pictures. Understand that different media can be used to create new effects. Uses simple tools and techniques competently and appropriately. Talk about features of their own and others' work, recognising the differences between them and the strengths of others.	Exploring and Using Media and Materials Children sing, make music and dance, and experiment with different ways of changing them. Safely use and explore a variety of materials,

	Constructs with a purpose in mind. Manipulates materials to have a planned effect. Mixing colours	create new effects. Uses simple tools and techniques competently and appropriately . Christmas Nativity	create new effects. Uses simple tools and techniques competently and appropriately.	create new effects. Uses simple tools and techniques competently and appropriately.		tools and techniques. Experiment with colour, design, texture, form and function. Talk about features of their own and others' work, recognising the differences between them and the strengths of others.
Music We use the	Music mel	My Stories.	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay.

Charanga scheme in school.						
Art Skills	Drawing Effective grip. Use lines to enclose a space and begin to use shapes to represent objects. Talk about their work in terms of intentions. Differentiate and name colours. Painting Effective grip of tools and brushes.	Drawing Effective grip. Use of a range of tools. Choose colours for a purpose. Work on varying scales. Work alone or as part of a group. Talk about their work in terms of intentions. Painting	Drawing Effective grip. Use of a range of tools. Choose colours for a purpose. Work on varying scales. Work alone or as part of a group. Talk about their work in terms of intentions. Painting Effective grip of tools	Drawing Effective grip. Use of a range of tools. Choose colours for a purpose. Work on varying scales. Work alone or as part of a group. Talk about their work in terms of intentions. Include hard/soft pencils, wet/dry	Drawing Effective grip. Use of a range of tools. Choose colours for a purpose. Work on varying scales. Work alone or as part of a group. Talk about their work in terms of intentions. Include hard/soft pencils, wet/dry paper, large/small crayons. Observational drawing. Painting Choose colours for a purpose. Make paintings from observation. Use different tools- sponges	Drawing Effective grip. Effective grip. Use of a range of tools. Choose colours for a purpose. Work on varying scales. Work alone or as part of a group. Talk about their work in terms of intentions. Work on varying scales. Work alone or as part of a group. Talk about their work in terms of intentions. Include hard/soft

	Painting patches of colour. Free painting. Mixing colours. Explore what happens when two primary colours are mixed. Exploring Malleable materials. Rolling, kneading, patting, poking, pulling, making shapes. Printing Handprinting Footprints	Effective grip of tools and brushes. Painting patches of colour. Free painting. Mixing colours. Explore what happens when two primary colours are mixed. 3-D/ Sculpture/ Construction. Stacking, balancing, 3-D shapes Join assemble 3-D materials	and brushes. Painting patches of colour. Free painting. Mixing colours. Explore what happens when two primary colours are mixed. Collage How to use scissors. Pasting a range of materials to different surfaces - textiles,	paper, large/small crayons. Observational drawing. Painting Effective grip of tools and brushes. Painting patches of colour. Free painting. Mixing colours. Explore what happens when two primary colours are mixed.	Routines for using paint independently, keeping brushes clean. Textiles Collect and sort materials, describe texture, simple weaving, threading beads and needles. Printing Stamping and sponging techniques. Awareness of patterns in the environment. Print with a range of colours and shapes to create images and patterns.	pencils, wet/dry paper, large/small crayons. Observational drawing. Painting Choose colours for a purpose. Make paintings from observation. Use different tools- sponges Routines for using paint independently, keeping brushes clean.
--	--	---	---	---	--	---

	Begin to use an effective grip on tools.	Build height, width, enclosures with 3-d shapes.	yarns, pasta. Select resources according to shape, colour and texture.	3-D / Sculpting/ modelling Describe and feel different textures, imprinting in clay.		
--	--	--	---	--	--	--