



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	Seasons Autumn into Winter Houses and homes.	Celebrations All about Materials	Winter Cold Places Bears Where do we live? People who help us.	Dragons Superheroes Ourselves Pets	Growing What's in the garden? Mini-beasts The Amazon and it's animals	Toys / Farms
Learning from our environment.	Autumn Walks Collecting natural objects. Sunflower study Andy Goldsworthy Art. Leaf art based on the Leaf Man. Planting bulbs.	What can we do with a stick? Making Wands. Potions from leaves and Petals	Exploring ice, frost, changes in the weather. Camp fire and marshmallows. Walks in our environment/ village/ church.	Growing vegetables, plant experiments. Observing mini-beasts, flowers. Making a bug hotel.	Walks in our environment- river walk. Den making. Making a Cairn. Making Stick Man.	Making fences for show jumping! Summer picnic using what we have grown in our garden.

	Picking fruit from fruit trees and cooking.					Treasure hunts and trails. Fairy gardens.
English	Please refer to English Long Term Overview					
Maths- White Rose Units	Getting to know you. Just Like Me It's Me 1,2,3	Light and Dark Alive in 5	Growing 6,7,8 Building 9 and 10	To 20 and Beyond First, The, Now	Find my Pattern On the Move	Consolidation
PSED NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year. Jigsaw themes are written in bold.	Getting to know me-likes and dislikes, my family. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play Co-operatively and take turns with others Give focused attention to what the teacher says Self-Regulation Managing Self	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider 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 Building Relationships	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs. Self-Regulation Managing Self Building Relationships Dreams and Goals	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 Healthy Me	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 Healthy Me	Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and 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. Changing Me

	Being in my World	Celebrating Difference		Building Relationships		
Physical Development Activate will run through the year on a daily basis – 10 mins	Gross and fine motor activities e.g. Finger Gym. Ball games Construction and malleable activities. Mark making Tidying up Independent toileting and washing hands. Dressing fastening coats/ shoes independently. Sitting with a good posture on the floor and on a chair. PE Movement Development. Revise and refine the fundamental movement skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Gymnastics	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 different ways and managing risks – progress towards a more fluent style of moving. Use one handed tools with increasing control e.g. scissors, pencils. PE Fun and Games	Outdoor skills – Moving in different ways Talk about aspects of good health. PE Dance- developing body strength, co-ordination, balance and agility. Combine different movements with ease and fluency. Fitness	Outdoor skills – Moving in different ways Name writing Talk about aspects of good health. Premier Sports coaches. PE Working with others Throwing and catching	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. PE Ball skills Rolling, kicking, throwing, catching and bouncing.	Manipulates objects with good fine motor skills. Considers and manages risks in new environments – day trip PE Athletics

	Awareness of body parts/ Body shapes/ balance Combine different movements with ease and fluency.					
Understanding the World	Talk about members of their immediate family and community. Compare different homes from the past and talk about the similarities and differences. Draw information from a simple map – aerial views of the school. Describe what they see, hear, feel whilst outside – focused observations of school grounds including plants and animals. Find out about hibernating and nocturnal animals. Find out about the 4 Seasons –	Compare and contrast characters from stories, including figures from the past – link to Celebrations Understand that some places are special to members of their community – link to celebrations Recognise that people have different beliefs and celebrate special times in different ways. Explore the world around them with a focus on materials.	Name and describe people who are familiar to them in the local area – people who help us. Talk about significant people. Draw information from a simple map – aerial views of the South and North Hykeham. Compare where we live to the North and South Poles. Understand that some places are special to members of their community – local church Recognise that people have different beliefs and celebrate	Draw out common themes from stories, such as bravery, kindness, talk about children’s experiences of these themes. Draw maps from Story settings. Understand the changing seasons – Spring and Summer Look at ourselves and how to keep healthy -	Comment on different images of plants as they are growing, tools that we use and tools that were used in the past. Draw maps of the outdoor garden. Recognise that some environments are different from the one in which we live. Compare pictures of the animals in the Amazon to the animals we have here. Recognise some similarities and differences between life in this country and life in other countries. Look at the features of a plant. Plant seeds.	Comment on images of farming machinery/ toys in the past. Healthy eating – link to cooking and what we grow. Explore the natural world around them. Focus on Farm Animals and life cycles.

	Autumn and Winter including the different weather types.		special times in different ways – Chinese New Year		Observe how plants grow through first hand experiences.	
Expressive arts and design	<u>Role play</u> Home corner Acting out Traditional Tales <u>Art and Design</u> <u>Drawing</u> 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. <u>Painting</u> Effective grip of tools and brushes. Differentiate and name colours. <u>Exploring Malleable materials.</u> Rolling, kneading, patting, poking, pulling, making shapes. <u>Artist appreciation:</u> Van Gogh	<u>Role play</u> Party shop Potion Centre <u>Drawing</u> 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. <u>Printing</u> Hand printing Footprints Stamping and sponging techniques. Awareness of patterns in the environment. Print with a range of colours and shapes to create images and patterns.	<u>Role play</u> Car wash, Garage, Workshop Emergency Service Dressing up <u>3-D/ Sculpture/ Construction.</u> Stacking, balancing, 3- D shapes <u>Collage</u> How to use scissors. Pasting and joining a range of materials to each other. <u>Painting</u> Mixing colours. Explore what happens when two primary colours are mixed. Choose colours for a purpose. Compare different sculptures.	<u>Role play</u> Vets Superhero challenges <u>3-D / Sculpting/ modelling –</u> Explore using paper sculpture to create 3-D pictures Models of pets using dough or clay. <u>Drawing</u> Effective grip. Use of a range of tools. Observational drawing. <u>Artist appreciation:</u> Doug Hyde - superhero	<u>Role play</u> Garden Centre <u>Painting –</u> Using different types of paint. Painting for a purpose. Pay attention to shape and colour. <u>Digital</u> – taking photographs as inspiration for art. <u>Artist appreciation:</u> Kandinsky – shape and colour John Dyer – Amazonian art	<u>Role play</u> Café <u>Textiles</u> Collect and sort materials, describe texture, simple weaving, threading beads and needles. <u>Our Gallery –</u> children to create art of their own choosing – make our own gallery exhibition.

	Andy Goldsworthy	Cultural Art: Rangoli patterns linked to Diwali Kara Walker – black and white art-				
Music – We use the Charanga Scheme of work.	Music me! Listen attentively – move to and talk about music, expressing their feelings and responses. Sing in a group or on their own matching pitch and following the melody.	My Stories Listen attentively – move to and talk about music, expressing their feelings and responses. Sing in a group or on their own matching pitch and following the melody. Watch and talk about performance art, expressing their feelings and responses. Explore and engage in music making and dance. Nativity Pantomime visit	Everyone! Listen attentively – move to and talk about music, expressing their feelings and responses. Sing in a group or on their own matching pitch and following the melody. Watch and talk about performance art, expressing their feelings and responses. Explore and engage in music making and dance. Observing different types of dance linked to P.E	Our World Listen attentively – move to and talk about music, expressing their feelings and responses. Sing in a group or on their own matching pitch and following the melody.	Big Bear Funk Listen attentively – move to and talk about music, expressing their feelings and responses. Sing in a group or on their own matching pitch and following the melody.	Reflect, rewind, replay! Listen attentively – move to and talk about music, expressing their feelings and responses. Sing in a group or on their own matching pitch and following the melody. Perform Charanga songs in a concert of their own.

RE	Myself	Special People to me	Our Special Books	Our Beautiful World
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