



Big Question	What Makes me...me?	Who Helps us?	Celebrations
Key texts	<ul style="list-style-type: none"> • Croc and Bird • Julian is a mermaid • The Lion inside • Elmer • Core rhyme 	<p>Non-fiction</p> <ul style="list-style-type: none"> • People who help us series • Fire Fighter • Vet <p>Fiction</p> <ul style="list-style-type: none"> • Mog and the v-e-t (Judith Kerr) • Core Rhyme 	<ul style="list-style-type: none"> • Diwali and Bonfire Night - (nonfiction) • The Christmas story – Jane Wray • Range of Christmas Stories. • Nativity performance
Outdoor Learning – Welly Walks	<ul style="list-style-type: none"> • Putting on Our Wellies & Waterproofs • Introduction to the School grounds • Being kind to the Environment. • Understanding the visual boundaries and rules of walking to Forest school (Onsite) 	<ul style="list-style-type: none"> • Forest School introduction (Offsite) • Mini Dens for Woodland Creatures. • Leaf art. • Outdoor maths – counting leaves and seeds / leaf patterns. • Autumn scavenger hunts. Evergreen Plants- Holly and Ivy • The weather in winter • Bark rubbing. • Winter scavenger Hunts. 	
Events and Themed weeks / days	<ul style="list-style-type: none"> • Harvest Festival in the Chapel with Sunflowers 	<ul style="list-style-type: none"> • Christmas service in the Church • Road Safety Week • Visits from members of the community who have jobs that serve others (Doctors, Vets etc) • Visit local shop to buy produce to make Xmas cookie 	
Role Play Areas	<ul style="list-style-type: none"> • Home corner 	<ul style="list-style-type: none"> • The vets 	
Mathematics	See Whiterose Long term plan for Early Years		



Phonics and Reading	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Introduction of set one sounds through Read Write Inc • Oral blending • Recap of previous early phonics listening skills and rhyme 	
Writing	<ul style="list-style-type: none"> • Pencil grip • Name writing (tracing leading onto independent name writing) • Mark making on large paper • Large chalks and easel • Fine motor control (funky fingers) in continuous provision • Writing on the interactive whiteboard • Letter formation during phonics <p><u>PD links for sitting during phonics</u></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	
Physical Development	<ul style="list-style-type: none"> • Gross motor skills using scarves, soft bean bags and soft balls • Lifting, carrying, constructing • Running, skipping, hopping and jumping using a large space to control stop and start safely • Fine motor control skills: Funky fingers, zipping up coats, peg boards and pegs, pencil grip for self –registration, manipulating playdough 	<ul style="list-style-type: none"> • Using the trim trail safely, moving from one section to the next • threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.
Expressive Arts and Design	<ul style="list-style-type: none"> • Self portraits • Explore, use and refine a variety of artistic effects to express their ideas and feelings through colour mixing 	<ul style="list-style-type: none"> • Christmas card making • Role play with occupational tabards (outside) • Role play inside with the vets • Return to and build on their previous learning, refining ideas and developing their ability to represent them (construction) • Create collaboratively, sharing ideas, resources and skills (joining materials to make Christmas decorations)



		<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses.
Understanding the World	<ul style="list-style-type: none"> • Exploring belonging at St Briavels School (belonging to Bluebell, and school) • Where else do we/I belong? • Talk about members of their immediate family and community. • 	<ul style="list-style-type: none"> • Finding out about occupations e.g. fire fighter, vet, nurse, recycling centre • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. •
RE	F4 Being Special: Where do we belong?	F2: Why is Christmas special for Christians?
Personal Social and Emotional Development	<ul style="list-style-type: none"> • What am I good at? • Where do I belong? • Who is in my family? • What are my likes? Dislikes? • See themselves as a valuable individual. 	<ul style="list-style-type: none"> • Who keeps us safe at home? • Who keeps us safe at school? • How do people help others in their jobs? • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally.
Cooking	<ul style="list-style-type: none"> • Make play dough 	<ul style="list-style-type: none"> • Visit to local shop to buy produce to make an xmas cookie
CLL	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in non-fiction books.



<ul style="list-style-type: none"> • Big question 	<ul style="list-style-type: none"> • Where Shall We Go? 	<ul style="list-style-type: none"> • Where in the world do these plants grow? 	Celebrations <ul style="list-style-type: none"> • Easter celebration
Key texts	<ul style="list-style-type: none"> • The Train Ride (June Crebbin) • Mr Gumpy's Outing • Core Rhyme & Poem – Down at the station, Row, row , row your boat 	<ul style="list-style-type: none"> • Baby goes to market • It all starts with a seed • Jack and the beanstalk • Core rhyme and poem – Down in the jungle, We went to the animal fair 	
Outdoor Learning – Welly Walks/Forest School	<ul style="list-style-type: none"> • Walk to the park using a simple map • Number hunt around the village 	<ul style="list-style-type: none"> • Where do we find food in our village? • What different types of house and buildings are there in our village? 	
Events and Themed weeks / days	<ul style="list-style-type: none"> • Visit to Perrygrove 	Visit to the Wild Place	
Role Play Areas	Train Station	Travel agents/home corner with cultural items Garden centre	
Mathematics	See Whiterose Long term plan for Early Years		
Phonics and Reading	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to RWI • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 		
Writing	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Continue to spell using 'Fred Fingers' 	<ul style="list-style-type: none"> • Story map • Label • Instructions • Captions 	



Physical development	<ul style="list-style-type: none"> • Obstacle courses • Balance bike • Knowing that we need a good sleep routine • Being a safe pedestrian 	<ul style="list-style-type: none"> • Sharing ski • Balance stilt buckets • Large apparatus in the hall • Tooth brushing • Healthy eating
Expressive Arts and Design	<ul style="list-style-type: none"> • Picture of the landscape on the train journeys • Listen attentively, move to and talk about music, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. • 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses (African Drumming) • Sing in a group or on their own, increasingly matching the pitch and following the melody.
Understanding the World	<ul style="list-style-type: none"> • Create and follow simple maps • Compare and contrast two train journeys • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live.
RE	<ul style="list-style-type: none"> • F5 Which places are special? 	<ul style="list-style-type: none"> • F3 Why is Easter special for Christians?
Personal Social and Emotional Development	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
Cooking	<ul style="list-style-type: none"> • Flapjack to take on train journey 	<ul style="list-style-type: none"> • Fruit salad/kebabs
CLL	<ul style="list-style-type: none"> • Learn new vocabulary. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in non-fiction books. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in non-fiction books.



	<ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
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Big question	What lives Under our feet?	What Makes a great story?/The past	Celebrations
Key texts	<ul style="list-style-type: none"> • Spinderella (Julia Donaldson) • Superworm • The Big Book of Bugs (Yuval Zommer) • Core rhyme and poem : Jack and Jill, Incy, wincy spider, There's a worm at the bottom of my garden 	<ul style="list-style-type: none"> • Little Red Riding Hood • The Three Billy Goats Gruff • Core rhyme and poem: Diddle, diddle dumpling and In and out the bluebell windows 	<ul style="list-style-type: none"> • RHS Malvern garden • Saying goodbye to Y6 buddies
Outdoor Learning – Welly Walks/Forest School	<ul style="list-style-type: none"> • Finding bugs and habitats • Magnifying glasses • Bug hunts in the meadow 	<ul style="list-style-type: none"> • Making bridges using loose parts • Role play the walk that Little Red Riding Hood took to Grannies house • Find cottages in the village (and other key buildings) 	
Events and Themed weeks / days	<ul style="list-style-type: none"> • Visit garden centre or local meadow 	<ul style="list-style-type: none"> • Sponsored bike ride • Bike Fridays 	
Role Play Areas	<ul style="list-style-type: none"> • Spiders web classroom 	<ul style="list-style-type: none"> • Castle 	
Mathematics	<ul style="list-style-type: none"> • See Whiterose Long term plan 	<ul style="list-style-type: none"> • 	
Phonics and Reading	<ul style="list-style-type: none"> • Recap set 1 & 2 sounds. Teach set 2 & 3 when assessed as appropriate. Continue to learn to read 'red words' 	<ul style="list-style-type: none"> • Recap set 1 & 2 sounds. Teach set 2 & 3 when assessed as appropriate. Continue to learn to read 'red words' 	
Writing	<ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Write parts of the class story • Write labels and facts about bugs 	<ul style="list-style-type: none"> • Write stories that have a beginning, middle and end • Talk and write about character, setting • Re-read what they have written to check that it makes sense. • Write a menu for afternoon tea 	
Physical development	<ul style="list-style-type: none"> • Ball skills • Full sized balls • Team games 	<ul style="list-style-type: none"> • Wheeled bike without stabilizers • Bike Fridays • Sponsored bike ride 	



Expressive Arts and Design	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses (Christmas Panto)
Understanding the World	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past (The queen and her family).
RE	F1 : Why is the word God special to Christians?	F6: Which stories are special and why?
Personal Social and Emotional Development	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs.
Cooking	<ul style="list-style-type: none"> • Healthy fridge crunch (seeds, oats, apricots and cherries) 	<ul style="list-style-type: none"> • Castle 'queen of hearts' jam tarts & sandwiches
CLL	<ul style="list-style-type: none"> • Learn new vocabulary. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in non-fiction books. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Engage in non-fiction books. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.