







# BRAMLEY LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CYCLE A	ALL ABOUT ME! 	SPARKLE & SHINE! 	WONDERFUL WINTER! 	LET'S GROW! 	AMAZING ANIMALS! 	UNDER THE SEA! 
CYCLE B	MY WORLD!	STARRY SKIES!	SNOW & ICE!	GROWING & CHANGING!	BUGS & BEASTS!	SPLISH SPLASH SPLOSH!







## CHARACTERISTICS OF EFFECTIVE LEARNING

**PLAYING AND EXPLORING:** Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

**ACTIVE LEARNING:** Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**CREATING AND THINKING CRITICALLY:** Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

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## CORE VALUES & BRITISH VALUES

**MUTUAL RESPECT:** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We will celebrate and learn about a range of celebrations and festivals from a range of faiths throughout the year, teaching respect for others beliefs.







**MUTUAL TOLERANCE:** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will participate in a range of cultural and religious celebrations throughout the year to develop children's tolerance for others and encourage children to value difference in regards to faith.

**RULE OF LAW:** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We will introduce the children to the classroom rules and give them ownership by helping them to create a classroom display. We will use positive praise and classroom behaviour systems to encourage children's understanding of right and wrong.



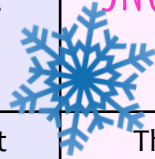



**INDIVIDUAL LIBERTY:** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.

**DEMOCRACY:** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Children will be given opportunities to vote for a class story and the story with the most votes will be read to the class.

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	 <p>MY WORLD!</p>	 <p>STARRY SKIES!</p>	 <p>SNOW AND ICE!</p>	 <p>GROWING &amp; CHANGING!</p>	 <p>BUGS &amp; BEASTS!</p>	 <p>SPLISH SPLASH SPLOSH!</p>
<p>OVERARCHING THEMES</p>	<p>Who am I? What makes me special? Feelings/emotions Like &amp; dislikes Making friends Celebrating difference Families Our community Road safety People who help us Autumn</p>	<p>Autumn Weather Diwali Bonfire night Day &amp; night Remembrance Nocturnal animals Woodland animals Hibernation Space &amp; the stars Christmas &amp; The Nativity</p>	<p>Ice &amp; snow Freezing/melting Weather Winter Climates – cold places Polar regions Polar Animals Chinese New Year Traditional tales Kings &amp; Queens</p>	<p>Plants &amp; flowers Planting seeds Animal life-cycles Growing - humans, plants &amp; animals The great outdoors Spring Weather Easter</p>	<p>Minibeasts Habitats Animals from around the world Climates – hot places Animal patterns Staying healthy Healthy food Human body Teeth</p>	<p>Under the sea Marine life The beach/coasts Holidays around the world Looking after our planet Weather Summer</p>
<p>'WOW' MOMENTS &amp; ENRICHMENT EVENTS</p>	<p>Getting to know our school Little City experience Road safety Pizza Express &amp; Castle Park visit Local community walk Emergency services visitor</p>	<p>Autumn trail Grandparents Tea Party Local walk to post a letter to Santa Nativity performance Pantomime visit</p>	<p>Winter Trail Shrove Tuesday Storyteller experience</p>	<p>Spring trail Live chick eggs Frogspawn / Butterflies World Book Day Easter / Egg hunt Mother's day</p>	<p>Mobile Zoo experience Minibeast hunt</p>	<p>Summer trail Dad's day Sports morning &amp; family picnic Y6 Buddy park visit Ice cream treat</p>

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<p>TOPIC LINKED TEXTS</p>	<p>Incredible You! The Colour Monster The River Super Milly &amp; the Super School Day Finn's Little Fibs Too Many Carrots This is Our House Blue Chameleon Colin and Lee Carrot and Pea Families, Families, Families In Every House in Every Street Little Seahorse &amp; the Big Question All Are Welcome Martha Maps it Out! The Big Book of Belonging</p>	<p>When You're Fast Asleep The Girl &amp; the Dinosaur Owl Babies Night Time Around the World – The Moon Peace at Last The Skies Above my Eyes The Leaf Thief The Nutty Nut Chase The Squirrels who Squabbled Bear Snores On We're Going On a Bear Hunt Follow That Bear if You Dare Look Up! Whatever Next! How to Catch a Star The Snowflake</p>	<p>The Big Freeze The Gruffalo's Child A Thing Called Snow The Storm Whale in Winter The Polar Bear &amp; the Snow Cloud Polar Bear, Polar Bear Penguin 365 Penguins What's a Penguin to Think...Pink! Lost and Found The Big Book of Beasts Cinderella Rapunzel The Fairytale Hairdresser Goldilocks and the Three Bears Goldilocks and Just the One Bear #Goldilocks The Three Little Pigs Mr Wolf's Pancakes</p>	<p>Mr Wolf and the Enormous Turnip The Tiny Seed The Big Book of Blooms The Very Hungry Caterpillar My Butterfly Bouquet Errol's Garden The Extraordinary Gardener The Secret Sky Garden Tidy The Odd Egg Jasper's Beanstalk Jack and the Beanstalk</p>	<p>Bees The Big Book of Bugs Snail Trail What the Ladybird Heard The Tiger who came to Tea Lazy Lion We're Going on a Lion Hunt Elmer Greedy Zebra Meerkat Mail Rumble in the Jungle Grandad's Island Under the Same Sky The Big Book of Beasts Grow Your Own Oliver's Vegetables</p>	<p>Leo and the Octopus Mister Seahorse The Snail and the Whale Sharing a Shell The Big Book of the Blue The Rainbow Fish Commotion in the Ocean The Sea Saw 10 Things I can do to Help my World Where's the Starfish? Clean Up! Somebody Swallowed Stanley The Odd Fish Once Upon a Raindrop</p>

# BRAMLEY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## COMMUNICATION AND LANGUAGE

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

**Whole EYFS Focus – C&L is developed throughout the year through:**  
 high quality interactions  
 daily group discussions  
 sharing circles  
 PSHE times  
 daily stories  
 Singing  
 Poetry Basket poems  
 Speech and language interventions  
 Role-play  
 EYFS production  
 Assemblies  
 Phonological awareness

Settling in activities  
 Making friends  
 Talking about familiar experiences  
 Sharing facts – all about me!  
 Discovering passions  
 Shared stories  
 Story language  
 Listening and responding to stories  
 Retelling stories  
 Model talk routines through the day – turn taking, eye contact  
 Following instructions  
 Develop listening skills  
 Performance skills  
 Rhyming and alliteration  
 Development of vocabulary  
  
 Learn rhymes, poems and songs – Poetry Basket  
 Nursery rhymes

Describe events in detail – begin to use time connectives  
 Understand how to listen carefully and why listening is important  
 Talk about and ask questions about objects  
 Questions – how and why, to find out more, to check understanding  
 Building familiarity with shared stories  
 Retelling stories using story language  
 Discussing events and characters in stories  
 Sustaining focus when listening to a story  
 Engaging with non-fiction texts  
 Model talk routines through the day – turn taking, eye contact, responding to others  
 Questions – how and why, to find out more, to check understanding  
 Develop vocabulary  
 Using new vocabulary through the day  
  
 Learn rhymes, poems and songs – Poetry Basket

Describe events in detail – develop use of time connectives  
 Develop questioning  
 Develop listening strategies  
 Linking events in a story to own experiences and lives  
 Share books and stories that will extend knowledge of the wider world  
 Offer explanations for what happened using recently introduced vocabulary  
 Sequence experiences and stories in detail  
 Continue to develop and extend vocabulary and model using it in real life contexts  
  
 Learn rhymes, poems and songs – Poetry Basket

# BRAMLEY LONG TERM PLAN



AUTUMN 1



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Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported **to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

**BRADFIELD LEARNING BEHAVIOURS:** Work Hard, Understand Others, Concentrate, Push Yourself, Imagine, Improve, Don't Give Up

**BRADFIELD CHILDREN FIRST VALUES:** **Compassion**- We care and we show it. **Honesty**- We tell the truth. **Integrity**- Our actions match our words. **Loyalty**- We stick to our commitments, we don't give up. **Dignity**- We value the feelings of others. **Respect**- We value individuals and differences. We understand others. **Enthusiasm**- We work hard. We are motivated to do our best, we have positive attitudes. **Nurture**- We learn from the world and experiences around us. We try new things. **Fairness**- We treat others as we expect to be treated. **Innovation**- We explore, discover, imagine, experiment and create. **Responsibility**- We take ownership of and are accountable for our behaviours. We want to improve. **Social Purpose**- We care about our community. **Trust**- We earn it every day

PERSONAL SOCIAL  
AND EMOTIONAL  
DEVELOPMENT

# BRAMLEY LONG TERM PLAN

	AUTUMN 1 	AUTUMN 2 	SPRING 1 	SPRING 2 	SUMMER 1 	SUMMER 2 
JIGSAW FOCUS	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT	<ol style="list-style-type: none"> <li>Who... me?</li> <li>How am I feeling today?</li> <li>Being in school</li> <li>Gentle Hands</li> <li>Our Rights</li> <li>Our responsibilities</li> </ol> <p>Name different feelings/emotions</p> <p>Learn self-care techniques</p> <p>Building relationships with peers</p> <p>Handwashing routines</p> <p>Behavioural expectations in class/boundaries set</p>	<ol style="list-style-type: none"> <li>What am I good at?</li> <li>I'm special, I'm me!</li> <li>Families</li> <li>Houses &amp; homes</li> <li>Making friends</li> <li>Standing up for yourself</li> </ol> <p>Celebrating cultural difference through celebrations</p> <p>Links to: Children in Need Remembrance Anti-bullying week</p>	<ol style="list-style-type: none"> <li>Challenge</li> <li>Never giving up</li> <li>Setting a goal</li> <li>Obstacles &amp; support</li> <li>Flight to the future</li> <li>Footprint awards</li> </ol> <p>Links to: Internet safety day</p>	<ol style="list-style-type: none"> <li><b>Everybody's body</b></li> <li><b>We like to move it, move it!</b></li> <li><b>Food, glorious, food</b></li> <li><b>Sweet dreams</b></li> <li><b>Keeping clean</b></li> <li><b>Stranger danger</b></li> </ol> <p>Being kind to living creatures</p> <p>Taking care of animals</p> <p>Links to: Random acts of kindness</p>	<ol style="list-style-type: none"> <li>My family and me!</li> <li>Make friends, make friends, never ever break friends!</li> <li>Make friends, make friends, never ever break friends! Part 2</li> <li>Falling Out and Bullying Part 1</li> <li>Falling Out and Bullying Part 2</li> <li>Falling Out and Bullying Part 2</li> </ol> <p>Healthy eating &amp; oral health</p>	<ol style="list-style-type: none"> <li>My body</li> <li>Respecting my body</li> <li>Growing up</li> <li>Fun &amp; fears Part 1</li> <li>Fun &amp; fears Part 2</li> <li>Celebration</li> </ol> <p>Transition into year 1 – moving on</p> <p>Caring for our planet</p>

# BRAMLEY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1

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SUMMER 1

SUMMER 2



Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

## GROSS MOTOR SKILLS

## PHYSICAL DEVELOPMENT

### Multi-skills

Different ways of moving  
Changing speed and direction  
Throwing, catching, kicking  
Pushing, patting, rolling  
Ribbons, shape and pattern

### Football

Changing speed and direction  
Throwing, catching, kicking, stopping a ball  
Team game skills

### Gymnastics

Balancing  
Travelling confidently  
Jumping and landing

### Tag-Rugby

Team game skills  
Changing speed and direction  
Hand-eye co-ordination

### Dodgeball

Team game skills  
Marching/running  
Throwing over/under arm  
Jumping

### Tennis

Throwing and catching  
Hand-eye co-ordination  
Balancing an object

Weekly yoga session  
Weekly outdoor learning session  
Weekly dance session

**Outdoor area:** This provides ongoing opportunities for developing balance, hand-eye co-ordination, spatial awareness and working collaboratively as a team

# BRAMLEY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1

SPRING 2



SUMMER 1

SUMMER 2



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**Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

## PHYSICAL DEVELOPMENT

### FINE MOTOR SKILLS

Funky finger activities to include: threading, weaving, cutting, playdough, pincer movements, zips  
 Dough Disco  
 Activities focused on hand dominance  
 Activities focused on hand arches  
 Hand-eye co-ordination  
 Using a range of tools - focus on use of cutlery

Funky finger activities to include: threading, weaving, cutting, playdough, pincer movements, buttons  
 Dough Disco  
 Activities focused on hand strength  
 Hand-eye co-ordination  
 Using a range of tools – focus on use of gardening tools

Funky finger activities to include: threading, weaving, cutting, playdough, pincer movements  
 Dough Disco  
 Activities focused on hand strength  
 Hand-eye co-ordination  
 Using a range of tools – focus on use of cooking tools

Number formation

Upper case letters

### Daily fine motor skills activities

**Handwriting** : children develop pre-handwriting skills and habits and access handwriting patterns. Children are taught tripod grip to hold their pencil. The children are taught to form the individual letters using the Read Write Inc. letter formation rhymes and according to the four letter families; long ladder letters, curly caterpillar letters, one-armed robot letters and zig-zag monster letters.

# BRAMLEY LONG TERM PLAN



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SUMMER 1

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LITERACY

COMPREHENSION

POETRY BASKET  
TEXTS

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Joining in with rhymes and showing an interest in stories with repeated refrains  
Environmental print  
Favourite stories and rhymes  
Retell stories related to events  
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  
Sequencing familiar stories using pictures  
Sequencing stories using beginning, middle and end  
Enjoy an increasing range of books  
Engage in extended conversations about stories, learning new vocabulary

Re-read books to deepen understanding and comprehension and for enjoyment  
Use vocabulary and forms of speech that are increasingly influenced by experiences of books  
Develop own narratives and explanations by connecting ideas and events  
Use role play to act out stories  
Explain the main events of a story  
Answer questions linked to texts  
Traditional tales  
Begin to understand differences between fiction and non-fiction texts

Stories from other cultures and traditions  
Use story language when acting out a narrative  
Rhyming words  
Anticipate key events in stories  
Respond to what they hear with relevant comments, questions and reactions  
Make predictions  
Develop understanding that non-fiction gives information, fiction means story

Chop, Chop – a four line poem  
Pointy Hat – a four line poem  
Five Little Pumpkins – an eight line poem  
Wise Old Owl – a four line poem  
A Basket of Apples – a six line poem  
Leaves are Falling – an eight line poem  
Mice by Rose Fyleman – an eight line poem  
Shoes – an eight line poem

Popcorn – a six line poem  
A Little House – an eight line poem  
Pancakes – a six line poem  
Lets Put on Our Mittens – a six line poem  
I Can Build a Snowman – a four line poem  
Hungry Birdies – a four line poem  
A Little Seed – a six line poem  
Stepping Stones – a six line poem  
Mrs Bluebird – a four line poem

Sliced Bread – a four line poem  
A Little Shell – an eight line poem  
Five Little Peas – a six line poem  
The Fox – a six line poem  
Monkey Babies by Irene Rawnsley and John  
Thunderstorm – a six line poem  
Five Little Owls – an eight line poem  
Under a Stone – a six line poem

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<p><b>LITERACY</b></p> <p><b>READ WRITE INC.</b></p> <p><b>WORD READING</b></p> <p>Reading books are matched with children's developing phonic knowledge</p>	<p>RWI Set 1 sounds</p> <p>Initial sounds Oral blending CVC words Fred talk</p> <p>Children are taught to read the sounds speedily This will make sound-blending easier</p> <p>Children are taught to touch a finger as they say each sound</p> <p>Children are supported to form CVC words using magnetic letters</p>	<p>RWI Set 1 sounds Set 1 special friends</p> <p>Initial sounds Oral blending CVC words Fred talk</p> <p>Fred in head</p> <p>Children are taught to touch a finger as they say each sound.</p> <p>Children are introduced to written CVC words (green words)</p> <p>Children read CVC words</p> <p>Red words introduced</p>	<p>Consolidation of RWI Set 1 sounds Set 1 special friends</p> <p>Fred talk Fred in head</p> <p>Children are taught to Fred talk and blend CVCC and CCVC words</p> <p>Children are taught to Fred talk and blend words including set 1 special friends (digraphs)</p> <p>Red words</p>	<p>RWI Set 2 sounds</p> <p>Fred talk Fred in head</p> <p>Children are taught to Fred talk and blend words including set 1 and 2 special friends (digraphs)</p> <p>Red words</p>	<p>Consolidation of RWI Set 2 sounds</p> <p>Fred talk Fred in head</p> <p>Children are taught to Fred talk and blend words including set 1 and 2 special friends (digraphs)</p> <p>Red words</p>	<p>RWI Set 2 sounds</p> <p>Fred talk Fred in head</p> <p>Children are taught to Fred talk and blend words including set 1 and 2 special friends (digraphs)</p> <p>Red words</p>
<p><b>WRITING</b></p>	<p>Dominant hand Tripod grip Mark making Beginning to form recognisable letters Name writing Writing initial sounds Use initial sounds to label characters/images</p>	<p>Form recognisable letters Tripod grip Name writing Labelling Story maps CV/VC/CVC words</p>	<p>Write recognisable letters, most of which are correctly formed CV/VC/CVC words CVCC/CCVC words Lists Short captions Story maps</p>	<p>Write recognisable letters, most of which are correctly formed Write tricky words Lists, labels and captions Writing simple sentences</p>	<p>Write recognisable letters, most of which are correctly formed Write tricky words Writing simple sentences</p>	<p>Write recognisable letters, most of which are correctly formed Write tricky words Write sentences that can be read by themselves and others</p>

# BRAMLEY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

MATHS

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the **relationships** between them and the **patterns** within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, children will develop a secure base of knowledge and vocabulary from which **mastery of maths** is built. In addition, it is important that the curriculum includes rich **opportunities for children to develop their spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, talk to adults and peers about what they notice and not be afraid to make mistakes.

WHITE ROSE  
MATHS

**Daily practice:**

- Date
- Days of the week
- Months of the year
- Ordinal numbers
- Number of children in school
- Lunch numbers
- Times of the day

**Match, Sort & Compare**

- Matching
- Sorting

**Talk About Measure & Patterns**

- Comparing size
- Comparing mass
- Comparing capacity
- Exploring pattern

**It's Me 1,2,3!**

- Subitising & representing 1, 2 and 3
- 1 More & 1 less
- Composition of 1, 2 & 3

**Circles & Triangles**

- Identifying, naming & comparing circles & triangles
- Describing position

**1, 2, 3, 4, 5**

- Subitising & representing 4 & 5
- Composition of 1 – 5

**Shapes with 4 Sides**

- Identifying, naming & comparing shapes with 4
- Day & night

**Alive in Five**

- Introduce zero Subitising & representing 0-5
- 1 More & 1 less

**Mass & Capacity**

- Comparing mass
- Understanding balancing
- Exploring & comparing capacity

**Growing 6, 7, 8**

- Representing 6, 7 & 8
- 1 More & 1 less
- Composition of 6, 7 & 8
- Pairs-odd & even
- Doubling to 8
- Combining 2 groups
- Conceptual subitising

**Length, Height & Time**

- Explore & compare length & height
- Ordering & sequencing time

**Building 9 & 10**

- Comparing & representing 9 & 10
- Conceptual subitising to 10
- 1 More & 1 less
- Composition to 10
- Bonds to 10 (2 & 3 parts)
- Doubles to 10
- Odd & even

**Explore 3D Shapes**

- Recognise & name 3-D shapes
- Pattern

**To 20 & Beyond**

- Build numbers beyond 10
- Pattern beyond 10
- Counting beyond 20
- Verbal counting patterns

**How Many Now?**

- Add more
- Take away

**Manipulate, compose & decompose**

- Rotating & manipulating shapes
- Composing & decomposing shapes

**Sharing & Grouping**

- Exploring sharing & grouping
- Doubles

**Sharing & Grouping**

- Exploring sharing & grouping
- Doubles

**Visualise, Build & Map**

- Patterns & pattern rules
- Visualising & describing position
- Mapping

**Making Connections**

- Deepening understanding
- Patterns & relationships

# BRAMLEY LONG TERM PLAN



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AUTUMN 2



SPRING 1

SPRING 2



SUMMER 1

SUMMER 2



Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

UNDERSTANDING  
THE WORLD

PEOPLE,  
CULTURE AND  
COMMUNITIES

<p>Identifying family</p> <p>Talk about experiences with their family</p> <p>Talk about members of immediate family</p> <p>What is a community? - the lives of people in the local community</p> <p>Introduce different occupations with a focus on people who help us</p> <p>Understand that some places are special to members of their community</p> <p>Talk about special places for their families</p>	<p>Understand what a celebration is</p> <p>Begin to recognise that people have different beliefs &amp; celebrate special times</p> <p>Develop knowledge and awareness of festivals &amp; celebrations including Diwali, Halloween, Bonfire Night, Christmas</p> <p>Introduce different occupations with a focus on people who work at night</p>	<p>Introduce the monarchy &amp; royalty, find out about kings &amp; queens in stories</p> <p>Develop knowledge and awareness of festivals &amp; celebrations including Chinese New Year, Shrove Tuesday</p> <p>Recognise some similarities &amp; differences between life in the UK &amp; life in other countries</p>	<p>Develop knowledge and awareness of festivals &amp; celebrations including Easter</p> <p>Introduce different occupations with a focus on people who work at night</p>	<p>Explain some similarities &amp; differences between life in the UK &amp; life in other countries</p> <p>Develop knowledge and awareness of festivals &amp; celebrations including Holi</p>	<p>Explain some similarities &amp; differences between life in the UK &amp; life in other countries</p> <p>Develop knowledge and awareness of festivals &amp; celebrations</p> <p>Learn about significant figures such as Greta Thunberg – links to own experiences of looking after the immediate environment, the impact they can have on the planet</p>
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# BRAMLEY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1

SPRING 2



SUMMER 1

SUMMER 2



Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

UNDERSTANDING  
THE WORLD

PAST AND  
PRESENT

Share experiences of familiar celebrations	Share experiences of familiar celebrations & traditions	Share experiences of familiar celebrations	Share experiences of familiar celebrations	Share experiences of familiar celebrations	Share experiences of familiar celebrations
Explore family history-changes over time linked to themselves & family	Learn about the significant historical figure and events: Neil Armstrong, Tim Peake, the first moon landing	Learn about the royal family & the monarchy	Changes over time in living things (animals/plants) – link to chronological order	Learn about significant figures such as Charles Darwin and David Attenborough	Learn about significant figures such as David Attenborough
Chronological order – how have I changed?	Introduce chronological order & timelines	Learn about significant historical days for the royal family & Britain	Past, present & future – classroom timeline	Past, present & future – classroom timeline	Past, present & future – classroom timeline
Past, present & future – classroom timeline	Past, present & future – classroom timeline	Explore Kings & Queens from the past			
		Chronological order & timelines			
		Traditional tales – use as a stimulus to compare our life with the past			
		Past, present & future – classroom timeline			

# BRAMLEY LONG TERM PLAN



AUTUMN 1



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Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

UNDERSTANDING  
THE WORLD

THE NATURAL  
WORLD

Navigating around classroom/outdoor area/school – aerial photos

Talk about homes & house – compare & contrast

Introduce digital maps, such as Google Maps, and explore satellite images of the local area – villages/towns/cities

Fieldwork to explore the school environment and local area

Explore the natural world - find out about plants/ animals in the local environment

Know about seasonal change - autumn & autumn weather

Woodland animals – wild vs. pets, hibernation

Learn about nocturnal animals & their features

Introduce maps as pictorial representations of places/journeys

Introduce globes/world maps to explore location of the United Kingdom

Know about seasonal change - winter & wintry weather

Melting & freezing

Know about North & South Pole as a contrasting climate – what is the landscape there? who/what lives there?

Explore habitats worldwide – cold climates

Using globes, world maps & Google Earth to explore locations – how can we identify cold places? How can we identify a city e.g. London?

Know about seasonal change – spring & spring weather

Introduce the features of plants - learn vocabulary including seed, leaf, stem, root & petal

Observe how plants change - explore growth & decay

Learn about minibeasts – habitats, features

What animals/plants need to grow and survive - caring for the animals that live in the local environment

Explore countries with warmer climates – how does wildlife differ?

Identify common features of animals

Explore habitats worldwide – warmer climates

. Revisit what plants & animals need to grow & survive

Introduce the terms carnivore & herbivore when studying the diets of animals

Explore floating & sinking

Know about light, shadows & reflections

Looking after the environment – why is it important? How can we help?

Using aerial photos, globes, world maps & Google Earth to explore locations – can we identify water e.g. sea, oceans, rivers, lakes?

Water

Marine animals - features

# BRAMLEY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

EXPRESSIVE  
ARTS AND  
DESIGN

CREATING WITH  
MATERIALS

**Continuous provision weekly:**  
Construction materials  
Junk modelling  
Joining opportunities  
Loose parts  
Collage materials  
Resources available to create props for role-play  
Range of arts/colour/malleable resources

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Build models using construction materials  Use resources available to create props for role play  Self portraits Family portraits  Drawing skills  Weaving – The Colour Monster  Loose parts art - people  Painting linked to music & emotion  Introduce primary colours – links to Mondrian	Introduce colour mixing and secondary colours  Loose parts art – poppies, rangoli patterns  Splatter painting Printing - patterns  Collage owls  Clay woodland animals – rolling, shaping, marking  Natural materials art – links to Andy Goldsworthy  Shape art – links to Kandinsky  Christmas decorations/art	Introduce the colour wheel  Loose parts art – snowmen  Ice painting	Introduce adding black & white to change the tint/tone of colours  Sunflower art – links to Vincent Van-Gogh  Loose parts art – minibeasts  Develop knowledge of significant works of art – Snail Trail  Printing – butterflies paper folding  Spider crafts – junk modelling  3D art - rabbits  Mother's Day cards	Patterns – animal prints (range of resources)  Collage – animal pattern Printing – animal pattern  Loose parts art –  African art – printing, patterns  Aboriginal art	Loose parts art  Create artworks in response to the sea  Shadow puppets  Tie-dye  Foil art  Clay rainbow fish  Beach & natural materials art
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# BRAMLEY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

EXPRESSIVE  
ARTS AND  
DESIGN

BEING  
IMAGINATIVE  
AND EXPRESSIVE








**Continuous provision weekly:**  
*Children will have opportunities to learn and perform songs, nursery rhymes & poetry linked to topics interests/passions & celebrations*

The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p><b>Charanga – Me!</b> Learn to sing nursery rhymes &amp; action songs: Pat-a-cake 1,2,3,4,5 This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p><b>Charanga – My Stories</b> Learn to sing nursery rhymes &amp; action songs: I’m a Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not too Difficult The ABC Song</p>	<p><b>Charanga – Everyone!</b> Learn to sing nursery rhymes &amp; action songs: 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</p>	<p><b>Charanga – Our World</b> Learn to sing nursery rhymes &amp; action songs: Old Macdonald Incy Wincy Spider Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey</p>	<p><b>Charanga – Me!</b> Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6</p>	<p><b>Charanga – Reflect, Rewind &amp; Replay!</b> Consolidate learning that has occurred during the year - focused around revisiting chosen nursery rhymes/songs, a context for the History of Music and the very beginnings of the language of music</p>
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<p>Listening &amp; responding to different styles of music</p> <p>Embedding foundations of music</p> <p>Learning to sing or sing along with nursery rhymes &amp; action songs</p> <p>Improvising leading to playing percussion instruments</p> <p>Sharing &amp; performing</p> <p>Poetry Basket</p>	<p>Listening &amp; responding to different styles of music</p> <p>Embedding foundations of music</p> <p>Learning to sing or sing along with nursery rhymes &amp; action songs</p> <p>Improvising leading to playing percussion instruments</p> <p>Singing &amp; learning to play instruments within a song</p> <p>Sharing &amp; performing</p> <p>Poetry Basket</p>	<p>Listening &amp; appraising Funk music</p> <p>Embedding foundations of music using voices &amp; instruments</p> <p>Learning to sing Big Bear Funk</p> <p>Playing instruments within the song</p> <p>Improvisation using voices &amp; instruments</p> <p>Riff-based composition</p> <p>Poetry Basket</p>	<p>Listen and appraise</p> <p>Embed foundations of music using voices &amp; instruments</p> <p>Sing &amp; revisit nursery rhymes/action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices &amp; instruments</p> <p>Riff-based composition</p> <p>Sharing &amp; performing</p> <p>Poetry Basket</p>
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# EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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><b>ELG: Numerical Patterns</b></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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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>