



Diamond and Star Class Semi-Formal 1 Long-Term Plan 2019/20

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
Topic	Dinosaurs Dinosaurs love underpants Nosiy farm - rod Campbell x2	In the wild What the ladybird heard x2 Monkey puzzle x2 Rumble in the jungle x2 Animals poem x1	Transport In the night garden x1 Dig dig digging x1 We all go travelling by x2 Thomas the tank engine x1 Transport NF x1	Holidays Spot goes on holiday x2 Sharing a shell x2 Holidays NF x2	Traditional tales Goldilocks x1 Snow White x2 The gingerbread man x2	Stories The Gruffalo x2 The smartest giant in town x2 Peace at last x2
Communication and language	PECs Making request Sharing news Telling stories	PECs Making request Sharing news Telling stories	Telling stories Describing events Social interaction Sentence building	Telling stories Describing events Social interaction Sentence building	Familiar stories Communicate own experiences Start conversations	Familiar stories Communicate own experiences Start conversations
PSED	All about me	Making friendships Being a good friend Forming relationships	Sharing wants and needs Preferences	Self awareness Sharing preferences	Find ways to self-regulate Name feelings	Feelings Feelings of others
Physical Development	Swimming Moving up and down stairs Pick up objects	Swimming Running Hold and pass objects	Swimming Squat and climb Making marks using different media	Swimming Kick and catch a ball Progress from using a whole hand (palmar) grasp to tripod grip to hold writing tools	Swimming Move freely in a range of ways Balance Control of holding and using equipment	Swimming Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Hold and use pencil effectively
Food technology skills	Feed self competently Knives- cutting, chopping, spreading		Begin to show an understanding of own safety Rolling pins, cutters - rolling, cutting, pushing		Explore how things work with support Measuring, using tools, pouring - amounts, equipment, pouring	
Literacy Reading - band 1 - 4 Writing - band 2 -4 Speaking and listening - band 2 - 6	Initial sounds Recognise words Questioning Taking turns Blank 1 questions Name	Sounds to given letters Familiar story endings Sentence building 3 key words Storytelling Name	Recognise words Rhyming string Blank 2 questions Name Role play - eg shopping list	Rhyming string Story language Sentence building 4 key words Name Role play - eg shopping	Sounds for all letters in the alphabet Rhyming string Storytelling Name Role play - eg shopping	Recognise words Rhyming string Questioning Blank 2 questions Name Role play - eg shopping

	Role play - eg shopping list Write given letters Purpose of mark making Captions Letter formation	Role play - eg shopping list Write given letters Purpose of mark making Captions Letter formation	Write given letters Purpose of mark making Captions Letter formation	list Write given letters Purpose of mark making Captions Letter formation	list Write given letters Purpose of mark making Captions Letter formation	list Write given letters Purpose of mark making Captions Letter formation
Mathematics Core - band 2 - 6 Supplementary - band 2 - 6	Core - Sets to have the same numbers 1:1 correspondence Number songs 0-10	Core - Rote counting More/less Amounts for numbers 1-5	Core - Making sets to a given number 1:1 correspondence to 3 Join in with number rhymes Count at least 5 objects reliably	Core - Recognise numerals 1-5 Addition - add 1 Count and order numbers to 20 Ordinal numbers	Core - Estimation Continue counting from a given number Name number that is one more from a given number Number sentences	Core - Addition - 2 single digit numbers One less than a given number Subtraction (2 single digit numbers) Write numbers to 15
	Supplementary - Size (compare) Sorting (similarities) Positional language	Supplementary - Commands (forwards/backwards) Shapes Doubling	Supplementary - Object permanence Size Quantities	Supplementary - Respond to forwards and backwards Category of objects Doubling	Supplementary - Halving Sharing Halves Patterns	Supplementary - Mathematical vocabulary - straight, circle, larger Measure - long, short
Religious Education	Christianity Sikhism <u>Beliefs and practices</u> Share their own beliefs, ideas and values. <u>Sources of wisdom</u> Listen and respond to a range of stories that engage them, including faith stories.		Christianity Sikhism <u>Symbols and actions</u> Experience religion, its symbols, important people and actions. Listen to visitors from faith communities. <u>Prayer, worship and reflection</u> Learn about key figures in their own lives. Experience times of quiet and stillness, and prayer. <u>Identity and belonging to a family</u> Explore how people know that they belong to a family and other groups, including religious groups.		Christianity Sikhism <u>Ultimate questions</u> Experience aspects of the natural world, using their imagination and curiosity about life. <u>Human responsibility and values</u> Explore some of the ways in which people express care and concern for each other. <u>Justice and fairness</u> Begin to explore what is right and wrong and why.	
Life Skills	Taking coat off Taking off shoes Independence, managing clothing, food and eating, food preparation communication, health and community safety	Putting on welly boots and shoes Joining zip and pulling it up on coat Independence, managing clothing, food and eating, food preparation communication, health and community safety	Cleaning hands correctly Cleaning self after using the toilet Independence, managing clothing, food and eating, food preparation communication, health and community safety	Looking after self -Cleaning teeth -personal hygiene Independence, managing clothing, food and eating, food preparation communication, health and community safety	Listing dangers of crossing a road Independence, managing clothing, food and eating, food preparation communication, health and community safety	Crossing a road safely Highlighting possible dangers Independence, managing clothing, food and eating, food preparation communication, health and community safety

Sensory	To be able to use tools, to use different materials Massage	To be able to use tools, to use different materials Corn flour	Develop motor control through Physical Development to develop the use of tools. Jelly	Develop motor control through Physical Development to develop the use of tools. Dried pasta	To develop life skills to clean themselves and equipment after doing art/sensory activities Gelli baffle	To develop life skills to clean themselves and equipment after doing art/sensory activities Shaving foam
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<https://www.amazon.co.uk/Peppa-Pig-Little-Library->

[Ladybird/dp/1409303187/ref=sr_1_4?qid=1563292942&refinements=p_27%3APeppa+Pig&s=books&sr=1-4](https://www.amazon.co.uk/Peppa-Pig-Little-Library-Ladybird/dp/1409303187/ref=sr_1_4?qid=1563292942&refinements=p_27%3APeppa+Pig&s=books&sr=1-4)