



Diamond and Star Class Long-Term Plan 2021/22

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (8)
Topic and books RB – rhyming book	Fairytales and mythical creatures 1.Cinderella 2.Where is the dragon? 3, Little mermaid – first tales 4.Poem –Once upon a time	Towns and cities 1.Building a home - NF 2.Iggy Peck, Architect 3.In every house, on every street	Space 1. Look Up – Nathan Jeffers 2.The way back home – Oliver Jeffers 3.Aliens love underpants – RB Non fiction – science lesson book	Into the woods 1. Does a bear poo in the woods? 2.Little red riding hood 3. Into the forest- Anthony Browne	Royal family 1.The queens hat 2.Don't wake the royal baby 3.NF-The royal family	Wild, wild west 1. The wildest cowboy 2.Every cowgirl needs a horse 3.The gingerbread cowboy 4.Poem-Playin' cowboy
Communication and language	Communication books PECs STEMs Making requests Sharing news Re-telling stories	Communication books PECs STEMs Making requests Sharing news Re-telling stories	Sentence building Sharing events Telling stories Social interaction	Sentence building Sharing events Telling stories Social interaction	Communicating and describing own experiences Start conversations Role play make believe stories	Communicating and describing own experiences Start conversations Role play make believe stories
PSED	Caring relationships: - Class rules -What makes a good friend -initiating play - conflict and compromise -being kind, helping people -why friends are important -what to do when there's problems in a friendship <i>Jeans for Genes Day</i>	Respectful relationships: -understanding people should respect us -respecting other children, grown ups and authority figures -sharing opinions and respecting what others think -respecting people who are different - understanding different types of bullying -what to do if I'm being bullied or I see someone else being bullied <i>Anti-bullying Week</i>	Being Safe: -Parts of the body -Pantasarus - How to keep safe in familiar and unfamiliar places, knowing who to get help from and what to do if we feel uncomfortable or unsafe. -online relationships -cyberbullying -what to do if we feel uncomfortable online and how to ask for help <i>Safer Internet Day</i>	Understanding Emotions: -Feeling happy -Feeling sad -Feeling angry -Feeling embarrassed -Identifying different feelings (including excited, calm etc) -situations which create different feelings and how to manage them -understanding that having negative feelings is not bad and how to deal with them positively <i>Red Nose Day</i>	Families and people who care for me: -who is in my family? match family member names to pictures - close family and wider family/friends (know family vocabulary eg sister, aunt, grandma etc) -different family makeup's - different family traditions -communities I belong to - how families can protect and care for each other -marriage as a lifelong commitment (Star only)	Looking after ourselves: -what makes us healthy? (healthy eating, physical exercise, good sleep) - People who care for us (doctors, dentists etc) -keeping safe in the sun - ways to relax: mindfulness, yoga etc. -choosing activities that make us feel good -what makes me unique, what are my likes and dislikes -feeling proud of my achievements -what am I good at?

<p>Reading - 2-4 >5 Writing - end 2-4 S&L - 3-5 >6</p>	<p>Rhyming string Say the sound for letters Link events to own experiences <u>Writing</u> _State purpose of mark making Captions <u>S&L</u> Listen to others without becoming easily distracted Tell a short story</p>		<p>Story language Name sounds for all letters in the alphabet Blend and read CVC words <u>Writing</u> Letter formation Formation of all letters <u>S&L</u> Respond and cooperate in a small group Initiate a conversation</p>		<p>Apply phonic knowledge when reading Identify known words in sentences Talk about an event in a familiar story <u>Writing</u> Spell cvc words Orally compose sentence to write <u>S&L</u> Link 4 key words Attends to and responds to questions</p>		<p>Read CVC words Develop 1:1 correspondence <u>Writing</u> Start to group letters to write words Make attempts at punctuation <u>S&L</u> Speak of imaginary conditions Understand words that describe sequences</p>		<p>Vowel diagraphs Recap <u>Writing</u> Hold pen/pencil using appropriate grip Write from left to right <u>S&L</u> Articulates initial and final consonant clusters Interacts appropriately with children and adults in groups</p>		<p>Demonstrates enjoyment of different books Recap <u>Writing</u> Copy letters with accuracy Recap <u>S&L</u> Begins to use long detailed sentences Respond appropriately to questions within a small group</p>		
<p>Mathematics Core - 4-5 >6 Supplementary - 3-5 >6</p>	<p><u>Core</u></p>	<p>Numerals 1-5 Recognise amounts Rote counting Add one Take away one Number sentences One less</p>		<p>Addition Subtraction Count, read and write number to 10 Count in 2's</p>		<p>Count and order to 20 Ordinal numbers Quantity Estimation Continue counting from a given number</p>		<p>Addition sums Subtraction sums Position of numbers Numerical addition problems Subtraction problems</p>		<p>Count in 2's forwards Recap - Autumn targets</p>		<p>Count in 2's backwards Recap- Spring targets Number bonds</p>	
<p>Religious Education</p>	<p><u>Supplementary</u></p>	<p>Size quantity 2D shapes Classification</p>		<p>Doubling Halving Sharing Comparison</p>		<p>Time Now/next/after Mathematical vocabulary Repeating patterns</p>		<p>Sequence Halving Long/short Longer/shorter</p>		<p>Ordering of events Recap - Autumn targets</p>		<p>3D shapes Recap- Spring targets</p>	
		<p>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.</p>				<p>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.</p>				<p>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.</p>			

	Christianity: International Day of Charity - Mother Theresa, Jeans for Genes Day	Sikhism: Guru Nanak Gurpurab	Sikhism: Sikh New Year (looking forward to March)	Christianity: Shrove Tuesday, Lent, Palm Sunday	Christianity: Whitsun/Pentecost	Sikhism: 5 Pillars / Gudwara
Life Skills	<u>Personal self care</u> <u>Food and eating</u> Managing cutlery Cutting food Clean my face after eating/drinking Try new foods/textures/taste Variety in foods and healthy foods	<u>Independent living skills</u> <u>Kitchen skills</u> Objects that are hot/cold Set a table Make toast Make a sandwich Open a sandwich bag Peel food Open a variety of food packaging	<u>Personal self care</u> <u>Personal hygiene</u> Change in an appropriate place Blow my nose Wipe my own nose Brush my hair Brush my teeth Wash my face Use soap appropriately Dry my hands after washing them	<u>Independent living skills</u> <u>Community safety</u> Green man/beep - cross the road Red man - wait to cross Cross a minor road without support Recognise emergency exit signs Follow emergency exit signs Recognise main buildings in the community	<u>Personal self care</u> <u>Managing clothing</u> Fasten trousers Undo zip on coat Fasten zip on coat Undo small buttons Undo large buttons Undo poppers Untie laces Fasten small button Fasten big button Fasten poppers	<u>Independent living skills</u> <u>Health</u> Name the main parts of my body Know wider range of body parts Know internal body parts Emergency services and their jobs Roles of: -police -doctor -nurse
Understanding the World Formal pathway only Semi-formal pathway only Both pathways	Science Ongoing: name the four seasons observe and describe weather and other changes (eg. plants and animals) associated with the seasons and begin to notice how day length varies recall simple changes associated with each season identify and name a selection of animals name and locate the basic parts of the human body notice that animals, including humans, have	Science Ongoing: name the four seasons observe and describe weather and other changes (eg. plants and animals) associated with the seasons and begin to notice how day length varies recall simple changes associated with each season Geography Know where England is on a map. Know land and sea on a map and globe. Know that we live in England and the capital	Science Ongoing: name the four seasons observe and describe weather and other changes (eg. plants and animals) associated with the seasons and begin to notice how day length varies recall simple changes associated with each season identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a	Science Ongoing: name the four seasons observe and describe weather and other changes (eg. plants and animals) associated with the seasons and begin to notice how day length varies recall simple changes associated with each season recognise that plants need water to grow make observations of plants, including flowers and vegetables they have planted identify leaf, root, stem	Science Ongoing: name the four seasons observe and describe weather and other changes (eg. plants and animals) associated with the seasons and begin to notice how day length varies recall simple changes associated with each season Geography History To understand that events commemorated in the present relate to events in the past e.g.	Science Ongoing: name the four seasons observe and describe weather and other changes (eg. plants and animals) associated with the seasons and begin to notice how day length varies recall simple changes associated with each season identifies and classifies (decides how to sort and group objects) performs simple tests or follows teachers' instructions observes closely

	<p>offspring which grow into adults identifies and classifies (decides how to sort and group objects)</p> <p>performs simple tests or follows teachers' instructions observes closely (including changes over time), using simple equipment gathers and records simple data to help in answering questions uses their observations and ideas to suggest answers to questions</p> <p>Geography Use locational and directional language e.g near and far, left and right. To be able to devise a simple map with support Use and construct basic symbols in a key</p> <p>History</p>	<p>city is London To know about the features of their own immediate environment and how environments might vary from one another. E.g town and country Name the 4 countries of the United Kingdom and their capital cities. Use simple compass directions, North, South, East and West. Understand geographical similarities and differences Begin to use world maps, atlases and globes to identify United Kingdom and its countries as well as other countries and oceans. (personalised to own children's cultures and experiences) Use information books and the internet to research a place or area of study</p> <p>History To understand that events commemorated in the present relate to events in the past e.g. Remembrance Sunday, November the 5th. To be able to talk about changes within living memory. To use a range of vocabulary related to</p>	<p>variety of everyday materials distinguish between an object and the material from which it is made compare and group together a variety of everyday materials on the basis of their simple physical properties performs simple tests or follows teachers' instructions observes closely (including changes over time) using simple equipment gathers and records simple data to help in answering questions identifies and classifies (decides how to sort and group objects) asks simple questions uses their observations and ideas to suggest answers to questions</p> <p>Geography</p> <p>History To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To use a range of vocabulary related to historical terms e.g now, then, after etc.</p>	<p>and flower identifies and classifies (decides how to sort and group objects)</p> <p>performs simple tests or follows teachers' instructions observes closely (including changes over time), using simple equipment gathers and records simple data to help in answering questions asks simple questions uses their observations and ideas to suggest answers to questions</p> <p>Geography Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment To complete a simple survey of the local area</p> <p>History</p>	<p>Remembrance Sunday, November the 5th.</p> <p>To talk about past and present events in their own lives and in the lives of family members. To be able to develop a simple timeline. To be able to talk about the lives of significant individuals, (eg the Royal family and key people in the world) in the past and present who have contributed to National and International achievements. To use a range of vocabulary related to historical terms e.g now, then, after etc. To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>(including changes over time), using simple equipment gathers and records simple data to help in answering questions asks simple questions uses their observations and ideas to suggest answers to questions</p> <p>Geography To be able to identify seasonal and daily weather patterns in the UK and other parts of the world Begin to use world maps, atlases and globes to identify United Kingdom and its countries as well as other countries and oceans. (personalised to own children's cultures and experiences) Know land and sea on a map and globe. Use simple compass directions, North, South, East and West. Use information books and the internet to research a place or area of study</p> <p>History To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and</p>
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		historical terms e.g now, then, after etc. To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.				understand key features of events. To use a range of vocabulary related to historical terms e.g now, then, after etc.
	Identify fairy tale animals and their young Name body parts of characters Make maps of story settings and give directions to characters	Using maps and globes Compare town and city (e.g. London) Bonfire night Remembrance Day	Classifying and testing materials; find best material for building rocket or making space suit. Changes to moon over time. History moon landing	Growing and observing plants Classifying (plants, animals, poo) Study of school grounds and local area	Events/characters past and present in own family and royal family. Timeline Sort into now and then e.g. clothing, vehicles etc.	Use globe and atlas to find USA Compare features of rainfall etc. Record rainfall at school. Compare desert plants and animals
Music	Feeling the beat (Pulse)	Thick and Thin (Texture) Planning, rehearsing and performing - the Christmas Production	Loud and Quiet (Dynamics)	Long and Short (Rhythm) Rehearsing and performing - Music Sharing Assembly	High and Low (Pitch)	Different sounds and instruments (Timbre) Rehearsing and performing - the Summer Fair
Art and Design	Knowing what tools we have in the classroom Knowing how to clean and look after our tools Focus Artist: Seurat - Pointillism	Collage, cutting and sticking Focus Artists: Mary Blair (Disney animator) / JS Lowrey	Exploring colours - the Primary colours (SF2) -the Tertiary colours, mixing colours, using white and black to lighten/darken (F) Focus Artist: Mondrian	Sculpture Focus Artist: Henry Moore	Drawing with pen and pencil - shapes and lines Focus Artist: Leonardo da vinci	Painting and drawing with different mediums (eg. natural paints, watercolours, acrylic/oil paints, charcoal, pastels) Focus Artists: Fredrick Remington/Monet