Long Term Plan Semi formal 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Whatever Next	Dear Santa	Ten in the bed	The Grufflo	Train Ride	Wheels on the bus
	Jill Murphy / Non-Fiction	Rod Campbell		Julia Donaldson / Non-Fiction	June Crebbin	
<u> </u>						
Communication	PECs / Communication boards /	PECs / Communication boards /	PECs / Communication boards /	PECs / Communication boards /	PECs / Communication boards /	PECs / Communication boards /
and Language	Communication folders	Communication folders	Communication folders	Communication folders	Communication folders	Communication folders
	Making request	Making request	Making request	Making request	Making request	Making request
	Sharing news	Sharing news	Sharing news	Sharing news	Sharing news	Sharing news
	Describing characters / events	Describing characters/ events	Describing characters/ events	Describing characters/ events	Describing characters/ events	Describing characters/ events
	Writing a list	Writing a list	Writing a list	Writing a list	Writing a list	Writing a list
	Role play characters	Role play characters	Role play characters	Role play characters	Role play characters	Role play characters
PSED	Self-confidence and self-	Self-confidence and self-	Self-confidence and self-	Self-confidence and self-	Self-confidence and self-	Self-confidence and self-
	awareness	awareness	awareness	awareness	awareness	awareness
	Making relationships	Managing feelings and behaviour	Managing behaviour	Managing behaviour	Managing behaviour	Managing feelings and behaviou
	Managing relationships					Making relationships
		Identifying feelings – The Colour	Keeping myself safe - inside	Keeping myself safe - outside	Keeping myself safe people who	Managing relationships
	Identify all children and adults in	Monster	(kitchen safety, pool safety,	(Road safety, park, bus stop, train	can help us – home, school,	
	the classroom.		supermarket etc)	station)	society	Initiating/playing simple games
						with friends.
	Identify who lives in my house					
	and talk about extended family.					
Physical	Gross motor skills – bikes, balls,	Gross motor skills – bikes, balls,	Gross motor skills – bikes, balls,	Gross motor skills – bikes, balls,	Gross motor skills – bikes, balls,	Gross motor skills – bikes, balls,
Development	climbing, sensory circuits, soft	climbing, sensory circuits, soft	climbing, sensory circuits, soft	climbing, sensory circuits, soft	climbing, sensory circuits, soft	climbing, sensory circuits, soft
	play, environment walks,	play, environment walks,	play, environment walks,	play, environment walks,	play, environment walks,	play, environment walks,
	swimming and PE.	swimming and PE.	swimming and PE.	swimming and PE.	swimming and PE.	swimming and PE.
	PE – Invasion games	PE – Dance	PE – Gymnastics	PE – Net and wall games	PE – Striking and Fielding	PE – Athletics
	Fine motor skills – mark making	Fine motor skills – mark making	Fine motor skills – mark making	<i>Fine motor skills</i> – mark making	Fine motor skills – mark making	Fine motor skills – mark making
	(shaving foam, chalks, paint	(shaving foam, chalks, paint	(shaving foam, chalks, paint	(shaving foam, chalks, paint	(shaving foam, chalks, paint	(shaving foam, chalks, paint
	brush, roller paints) pincer	brush, roller paints) pincer	brush, roller paints) pincer	brush, roller paints) pincer	brush, roller paints) pincer	brush, roller paints) pincer
	activities (puzzles/threading),	activities (puzzles/threading),	activities (puzzles/threading),	activities (puzzles/threading),	activities (puzzles/threading),	activities (puzzles/threading),
	cutlery skills	cutlery skills	cutlery skills	cutlery skills	cutlery skills	cutlery skills
	(spreading/scooping/mashing),	(spreading/scooping/mashing),	(spreading/scooping/mashing),	(spreading/scooping/mashing),	(spreading/scooping/mashing),	(spreading/scooping/mashing),
	dressing and undressing, dough	dressing and undressing, dough	dressing and undressing, dough	dressing and undressing, dough	dressing and undressing, dough	dressing and undressing, dough
	disco, yoga.	disco, yoga.	disco, yoga.	disco, yoga.	disco, yoga.	disco, yoga.
EAD	To be able to use tools, including	To develop the use of scissors.	To use different materials to	To make models by manipulating	Develop motor control through	To develop life skills to clean
	paint, pencils and pens		attach items to other materials	materials and tools, using boxes,	Physical Development to develop	themselves and equipment after
	effectively to make marks / draw		such as glue (including different	playdough and clay.	the use of tools.	doing art/sensory activities
	shapes / pictures.		types of glue, pritt-stick,	pidydddgir did cidy.		adding and sensory activities
			wallpaper paste and PVA),			
			Sellotape and masking tape			
Food	Concentrating on knife skills –	Concentrating on spoon skills –	To use a masher, grater and a	Concentrating on knife skills –	Concentrating on spoon skills –	To use a masher, grater and a
technology	spreading, scooping item to	scooping up, spooning in and	whisk.	spreading, scooping item to	scooping up, spooning in and	whisk.
skills	spread and move it, cutting soft	mixing		spread and move it, cutting soft	mixing	
	items, cutting harder foods.	-		items, cutting harder foods.	-	

Literacy	-IVC	-IVC	-IVC	-IVC	-IVC	-IVC
Literacy	- Sequencing a story	- Sequencing a story	- Sequencing a story	- Sequencing a story	- Sequencing a story	- Sequencing a story
	- Describing, labels, captions &	- Describing, labels, captions &	- Describing, labels, captions &	- Describing, labels, captions &	- Describing, labels, captions &	- Describing, labels, captions &
	lists	lists	lists	lists	lists	lists
	- What is the person/character	- What is the person/character	- What is the person/character	- What is the person/character	- What is the person/character	- What is the person/character
	doing?	doing?	doing?	doing?	doing?	doing?
	- Cooking – lists and utensils	- Cooking – lists and utensils	- Cooking – lists and utensils	- Cooking – lists and utensils	- Cooking – lists and utensils	- Cooking – lists and utensils
	- Mark making	- Mark making	- Mark making	- Mark making	- Mark making	- Mark making
	-Name writing EXT forename &	-Name writing EXT forename &	-Name writing EXT forename &	-Name writing EXT forename &	-Name writing EXT forename &	-Name writing EXT forename &
	Surname	Surname	Surname	Surname	Surname	Surname
	-Phonics phase 1 / 2 / 3 / 4	-Phonics phase 1/2/3/4	-Phonics phase 1 / 2 / 3 / 4	-Phonics phase 1/2/3/4	-Phonics phase 1/2/3/4	-Phonics phase $1/2/3/4$
			- Verbal story telling & Narrative		- Verbal story telling & Narrative	
	- Verbal story telling & Narrative	- Verbal story telling & Narrative	- helicopter stories	- Verbal story telling & Narrative		- Verbal story telling & Narrative
	- helicopter stories	- helicopter stories	- helicopter stories	- helicopter stories	- helicopter stories	- helicopter stories
	-Reading – match objects to	-Reading – match objects to	-Reading – match objects to	-Reading – match objects to	-Reading – match objects to	-Reading – match objects to
	pictures, words from text, pink	pictures, words from text, pink	pictures, words from text, pink	pictures, words from text, pink	pictures, words from text, pink	pictures, words from text, pink
	words, points to words as adult	words, points to words as adult	words, points to words as adult	words, points to words as adult	words, points to words as adult	words, points to words as adult
	reads, orientates book correct	reads, orientates book correct	reads, orientates book correct	reads, orientates book correct	reads, orientates book correct	reads, orientates book correct
	way, turn pages	way, turn pages	way, turn pages	way, turn pages	way, turn pages	way, turn pages
Mathematics	Personalised learning according	Personalised learning according	Personalised learning according	Personalised learning according	Personalised learning according	Personalised learning according
	to targets	to targets	to targets	to targets	to targets	to targets
	Number rhymes to 5/10/20	Number rhymes to 5/10/20	Number rhymes to 5/10/20	Number rhymes to 5/10/20	Number rhymes to 5/10/20	Number rhymes to 5/10/20
	Rote counting/1:1	Rote counting/1:1	Rote counting/1:1	Rote counting/1:1	Rote counting/1:1	Rote counting/1:1
	correspondence/ More less same	correspondence/ More less same	correspondence/ More less same	correspondence/ More less same	correspondence/ More less same	correspondence/ More less same
	HA Say a number that is one	HA Say a number that is one	HA Using objects, adds two	HA Using objects, adds two	HA Read and write numbers to	HA Read and write numbers to
	more/less	more/less	single-digit numbers and counts	single-digit numbers and counts	10 /ordinal numbers	10 / ordinal numbers
	MA Recognise numerals	MA Recognise numerals	on to find the answer	on to find the answer	MA add one more/take away one	MA add one more/take away one
	LA To build a tower	LA To build a tower	MA Counting/recognising	MA Counting/recognising	LA I can match amounts	LA I can match amounts
			numbers	numbers		
			LA I can demonstrate that I know	LA I can demonstrate that I know		
			objects are 'gone'	objects are 'gone'		
	Personalised learning according	Personalised learning according	Personalised learning according	Personalised learning according	Personalised learning according	Personalised learning according
	to targets	to targets	to targets	to targets	to targets	to targets
	Baseline first 2 weeks	Unit 2 – Shape	Unit 3 – Pattern	Unit 4 – Measures	Revisit/focussed learning	Revisit/focussed learning
	Unit 1 – position & direction				Unit 1 – position & direction	Unit 1 – position & direction
	Unit 2 – Shape				Unit 2 – Shape	Unit 2 – Shape
	Unit 3 – Pattern				Unit 3 – Pattern	Unit 3 – Pattern
	Unit 4 – Measures				Unit 4 – Measures	Unit 4 – Measures
	Unit 1 – Position & Direction				EXT – Unit 5 - Fractions	EXT – Unit 5 – Statistics
Religious	Sources of wisdom – natural world		Sources of wisdom – natural world		Sources of wisdom – places of worship – natural world	
Education	Symbols and actions – related to school rules		Symbols and actions – familiar symbols around the community		Symbols and actions – related to school rules	
	Identity and belonging – ourselves and families		Identity and belonging – groups and class		Identity and belonging – groups and class	
	Justice and fairness – school and class rules		Justice and fairness – school and class rules		Justice and fairness – school and class rules	
	Prayer worship and reflection – yoga, mindfulness, TACPAC. Daily		Prayer worship and reflection – yoga, mindfulness, TACPAC. Daily		Prayer worship and reflection – yoga, mindfulness, TACPAC. Daily	
	prayer		prayer		prayer	
	Ultimate questions – PSED links		Ultimate questions – PSED links		Ultimate questions – PSED links	
	Human responsibility and values - taking responsibility and playing		Human responsibility and values – taking responsibility and playing		Human responsibility and values – taking responsibility and playing	
	fairly		fairly		fairly	
	Believes and practices – Christianity - Christmas		Believes and practices – Christianity - Easter		Believes and practices – Christianity – Noah's Ark	
	Hinduism – exploring important items, creating symbols/flags		Hinduism – explore Gurdwara and what happens inside			
	Christianity – exploring important items, creating symbols/flags		Christianity – explore Church and what happens inside		Hinduism – Special Events/services/people	

					Christianity – Special Events/services/people	
Life skills	Independence, toileting,	Independence, toileting,	Independence, toileting,	Independence, toileting,	Independence, toileting,	Independence, toileting,
	managing clothing, dressing and	managing clothing, dressing and	managing clothing, dressing and	managing clothing, dressing and	managing clothing, dressing and	managing clothing, dressing and
	undressing, personal hygiene.	undressing, personal hygiene.	undressing, personal hygiene.	undressing, personal hygiene.	undressing, personal hygiene.	undressing, personal hygiene.
	Focus - washing hands, making a drink, washing up.	Focus - personal hygiene – washing/cleaning face, brushing teeth, brushing hair.	Focus - personal hygiene/managing clothing – dress/undress & wash dolly	Focus - exploring new foods – textures/consistencies	Focus - appropriate clothing – weather specific & protection (sun cream, hats etc)	Focus - making food – toast with different condiments (butter, jam, marmite etc), washing hands and utensils
Sensory	Massage, Sensory	Massage, Sensory	Massage, Sensory	Massage, Sensory	Massage, Sensory	Massage, Sensory
	Room/Circuits/garden,	Room/Circuits/garden,	Room/Circuits/garden,	Room/Circuits/garden,	Room/Circuits/garden,	Room/Circuits/garden,
	Environment area, Exploring	Environment area, Exploring	Environment area, Exploring	Environment area, Exploring	Environment area, Exploring	Environment area, Exploring
	through: vision, hearing, smell,	through: vision, hearing, smell,	through: vision, hearing, smell,	through: vision, hearing, smell,	through: vision, hearing, smell,	through: vision, hearing, smell,
	taste, touch, Balance	taste, touch, Balance	taste, touch, Balance	taste, touch, Balance	taste, touch, Balance	taste, touch, Balance
	Sensory Art, Soft play room,	Sensory Art, Soft play room,	Sensory Art, Soft play room,	Sensory Art, Soft play room,	Sensory Art, Soft play room,	Sensory Art, Soft play room,
	sensory story, TACPAC, Bucket	sensory story, TACPAC, Bucket	sensory story, TACPAC, Bucket	sensory story, TACPAC, Bucket	sensory story, TACPAC, Bucket	sensory story, TACPAC, Bucket