



Long Term Semi Formal/Formal Plan Cycle B - Green and Purple.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	People Who Help Us	Celebrations around the world	Colours	Lifecycles	Animals	Water
Communication and Language	PECs Making request Sharing news. Nursery Rhyme Asking and answering questions Describing pictures.	PECs Making request Sharing news. Nursery Rhyme Asking and answering questions Describing pictures.	PECs Making request Sharing news. Nursery Rhyme Asking and answering questions Describing pictures.	PECs Making request Sharing news. Nursery Rhyme Asking and answering questions Describing pictures.	PECs Making request Sharing news. Nursery Rhyme Asking and answering questions Describing pictures.	PECs Making request Sharing news. Nursery Rhyme Asking and answering questions Describing pictures.
PSED	Class rules Learning names of people in class Finding and Tidying up resources Managing feelings and behaviour Making relationships	Taking turns Sharing Being a good friend Who is in my family Managing feelings and behaviour Making relationships	Trying new foods Crossing the road Being kind to our friends Managing feelings and behaviour Making relationships	People who help us Stranger danger Managing feelings and behaviour Making relationships Health eating, healthy foods	Taking turns Sharing Safety on line Being a good friend Managing feelings and behaviour Making relationships	Personal hygiene Trying new foods Stranger danger How others feel Managing feelings and behaviour Making relationships
Life Skills	Independence, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation (Using a spoon for spooning and mixing and measuring), communication, health and community safety	Independence, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation (Using a knife to cut and spread.), communication, health and community safety	Independence, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation (Threading onto sticks.), communication, health and community safety	Independence, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation (Whisks, Rolling pins and cutters.), communication, health and community safety	Independence, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation (Measure. Peel.), communication, health and community safety	Independence, managing clothing, dressing and undressing, personal hygiene, food and eating, food preparation. (Grate and crush), communication, health and community safety
Physical Development	Invasion Games Gross motor skills- Moving through space in different ways Riding a bike, climbing and controlling a ball Fine motor skills - engage in sensory exploration Mark make in different media Developing a tripod grip	Dance Gross motor - Moving through space in different ways Riding a bike, climbing and controlling a ball Fine motor- developing strength to improve pen control skills, Understanding how to use cutlery and scissors safely	Gymnastics Gross motor skills- bikes balls, climbing and mark making Fine motor skills – improving pen skills and developing a dominant hand Improving cutlery, pincer and scissor skills control Mark making and letter formation	Games – bats and racquets Gross motor skills- bikes balls, climbing and mark making Fine motor skills – improving pen skills and developing a dominant hand Improving cutlery, pincer and scissor skills control Mark making and letter formation	Striking and fielding Gross motor skills- bikes balls, climbing and mark making Fine motor skills – improving pen skills and developing a dominant hand Improving cutlery, pincer and scissor skills control Mark making and letter formation	Athletics Gross motor skills- bikes balls, climbing and mark making Fine motor skills – improving pen skills and developing a dominant hand Improving cutlery, pincer and scissor skills control Mark making and letter formation



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Food technology skills	Using a knife to cut and spread. Using a spoon for spooning and mixing Identifying different ingredients What I like/don't like		Threading onto sticks. Rolling pins, whisks and cutters. Kitchen hygiene and safety What is a recipe		Measuring Peel and mash Grate and crush How ingredients change	
Literacy	Names. Key words and sentences. News Labels Lists IVC's Phonics phase 1 and 2 ext 3	Non fiction books. Names Key words and sentences. News Cards Invitations Ordering/writing stories and events IVC's Word Families Phonics phase 1 and 2 ext 3	Names Ext addresses. Key words and sentences. News IVC's Ordering/writing stories and events Rhyming words Phonics phase 1 and 2 ext 3	Non fiction books. Names Ext addresses. Mark making ext key words and sentences. News Labels Life cycles. IVC's Phonics phase 1 and 2 ext 3	Sounds and voice sounds. Names Ext addresses. Key words and sentences. News Retelling stories Cloze sentences. IVC's Phonics phase 1 2, 3 ext 4	Rhyming texts. Rhythm in stories. Sounds and voice sounds. Names Ext addresses. Key words and sentences. News Non-fiction books IVC's Word families Phonics phase 1 2, 3 ext 4
Texts (Suggestions) 2 weeks per text	People who help us non-fiction series: Firefighter, Police & Doctor Mog and the Vee Eee Tee Burglar Bill	Kipper's Birthday The Christmas story Dear Santa	Pink is for boys Elmer The Rainbow Fish	Dora's Egg. Tadpole and Frog Usbourne beginner book Sam plants a sunflower	I Love Animals Polar bear, Polar bear We're going on safari The Cat in the Tree ORT	Once upon a raindrop The Big Red Bath. Little turtle and the sea Under the sea Usbourne
Mathematical Development	Number rhymes to 100 Size Shape Weight Positional language Temperature	Number rhymes to 100 Capacity Time Pattern Positional language Money	Number rhymes to 100 Capacity Time Shapes Positional language Temperature	Number rhymes to 100 Weight Size Pattern Positional language Money	Number rhymes to 100 Size Positional language Weight Pattern Temperature	Number rhymes to 100 Shape Time Capacity Positional language Money
Understanding the World	Science identify and locate parts of body Weather – observe changes across the four seasons Geography observe what animals, people and vehicles do Plays with small-world models such as a farm,	Science name some common objects around school and home Shows curiosity Weather – observe changes across the four seasons Geography begins to communicate about aspects of their	Science name some common objects around school and home Explores and observes objects Shows curiosity Arrange materials into groups Weather – observe changes across the four seasons	Science shows care and concern for the environment to identify something as an animal To identify something as a plant recognises similarities and differences Weather – observe changes across the four seasons	Science to identify something as an animal recognises similarities and differences identify and locate parts of body Weather – observe changes across the four seasons Geography	Science shows care and concern for the environment recognises similarities and differences Shows curiosity Weather – observe changes across the four seasons Geography notices detailed features of



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	garage or train track To know key vocabulary: home, school, park, farm, zoo, shops, train, station, garage, car, world History Develop curiosity about people and show interest in stories about themselves and their family Be able to name members of their immediate family	familiar world such as the place where they live or the natural world notices detailed features of objects in their environment To know key vocabulary: home, school, park, farm, zoo, shops, train, station, garage, car, world History Recognises and describes special times or events for family or friends Shows interest in the lives of people who are familiar to them	History enjoys pictures and stories about themselves, their families and other people Remembers and talks about significant events in their own experiences	Geography begins to communicate about aspects of their familiar world such as the place where they live or the natural world Vocabulary related to features of objects in their environment, plants, animals, natural and found objects.	Begins to communicate about some of the things they have observed such as plants, animals, natural and found objects. Vocabulary related to features of objects in their environment, plants, animals, natural and found objects.	objects in their environment observe what animals, people and vehicles do Plays with small-world models such as a farm, garage or train track Vocabulary related to features of objects in their environment, plants, animals, natural and found objects.
Computing (UW)	Internet safety and paint Cause and effect. Finding out, Making marks, finding out, toys and machines, images and light	Internet safety and recording video and photos Observing changes Cause and effect. Finding out, Making marks, finding out, toys and machines, images and light	Internet safety and Beebots Observing changes Cause and effect. Finding out, Making marks, finding out, toys and machines, images and light - torches	Internet safety and bee bots / coding Observing changes Cause and effect. Finding out, Making marks, finding out, toys and machines, images and light	Internet safety and 2 simple / Ipad apps Cause and effect. Finding out, Making marks, finding out, toys and machines, images and light	Internet safety and consolidation of skills Cause and effect. Finding out, Making marks, finding out, toys and machines, images and light
Religious Education & British Values	Belonging to a family and a community People who care for us Religious Stories - The Divali Story & The Christmas Story The story of Bonfire night Nativity		Experiencing aspects of the Natural World Prayer worship and reflection Religious stories -Creation Stories from around the world, The Easter Story, The story of St George and the Dragon		Religious buildings and artefacts What is right and wrong Religious Stories – the Good Samaritan, The Milk and the Jasmine Flower What is right and wrong	
Expressive Arts and Design	ICT exploring sounds Imaginative play. Music and movement. Pulse and rhythm Sensory exploration. Express self through physical action or sound	ICT exploring sounds Imaginative play. Music and movement. Pulse and rhythm To know some ways that you can move to music Recognise gestures and	ICT exploring sounds Imaginative play. Music and movement. Loud and quiet To begin to understand how to control an instrument in order to play it loudly or	ICT exploring sounds Imaginative play. Music and movement. Long and short Beginning to increase control of playing including playing in time with the	ICT exploring sounds Imaginative play. Music and movement. High, middle and low (pitch) Explores instruments Shows an interest in the	ICT exploring sounds Imaginative play. Music and movement. Different sounds (timbre) To know the words hit,shake,scrape, blow Explores instruments



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	<p>with support. Listen to or join in simple and repetitive rhymes or songs To recognise some familiar rhymes and begin to remember some key words/actions in a favourite song</p> <p>Collage To use different materials to attach items to other materials such as glue To be able to describe textures and properties of materials</p>	<p>body language in others e.g. waving goodbye, clapping for well done. To know that instruments make sounds To begin to understand how to control an instrument in order to play it fast or slow Sensory exploration.</p> <p>Modelling To make models by manipulating materials and tools, using boxes, playdough and clay</p>	<p>quietly To recognise appropriate cues to join in with singing or group activity when invited Sensory exploration.</p> <p>Paint To be able to name colours To be able to use different tools to paint with make marks / draw shapes / pictures</p>	<p>pulse, tapping simple repetitive rhythms, starting and stopping Understand that an object can be used imaginatively for pretend play when shown Sensory exploration.</p> <p>Scissors To develop the use of scissors Develop motor control through Physical Development to develop the use of tools</p>	<p>way musical instruments sounds can be made and how sounds can be changed Pretends one object represents another when playing with an adult Sensory exploration.</p> <p>Drawing To be able to use tools, including paint, pencils and pens effectively to make marks / draw shapes / pictures</p>	<p>To recognise appropriate cues to join in with singing or group activity when invited Sensory exploration.</p> <p>Printing To be able to name colours To develop life skills to clean themselves and equipment after doing art/sensory activities Develop motor control through Physical Development to develop the use of tools</p>
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