| Kirkstead/Richmond Long Term Plan | | | | | | | |
|-----------------------------------|---|--|--|---|---|--|---|
| | Term 0 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| | Hello | Wonderful Weather | After Dark | Once Upon a Time | Get Ready, Get Set and Go | Heroes | Around the World |
| Phonics | The first four GPCs, S, A, T, P | Phase 2GPCc's/ Phase 2 tricky words. | Phase 2 GPC's/plurals/ Phase 2 tricky words. | Phase 3 GPCs/ Phase 3 tricky words. | Review of Phase 3 phonemes/review of Phase 2 and 3 tricky words./double letters/- ING words/compound words,/ words with S in the middle /z/s, words ending in -s, words ending in es/z. | compound words,/ words ending in suffixes ING/, Ed/t/id/ed/est.II Phase 4 tricky words | Phase 3 long vowel graphemes with adjacent consonants/ Phase 4 words ending in -s/s/z and e/ suffixes ING/, Ed/t/id/ed/es and ed/d |
| Readin | Recognise name | Sharing stories | Decodable books/developing prosody/answering questions | Traditional tales/story language/demonstrating understanding | Word reading/prosody/developing understanding of text meaning | Confidence and fluency/decodable books/understanding | Non fiction and rhyming books, /vocabulary development/forecasting events in narrative |
| Writin | Mark making/name writing | Name writing/pencil control/Phase 2 tricky words | Words and captions using Phase 2 phonics | Words and captions using phase 3 phonics/finger spaces | Words, captions and sentences using phase 2/3 phonics/finger spaces and full stops | Words/captions and sentences using phases 2/3/and 4. | Sentences, captions and lists using phases 2/3/4/tricky words from all phases |
| Communicatio n and | Ourselves/likes and dislikes/communicating about each other | Ourselves/families/homes/familiar situations/rhyming activities | Listening and retelling stories using props/celebrations/asking and answering questions | Characters/story language/asking and answering questions | Varied story language/how and why | Retelling stories/varied story language | Conversations and explanations/vocabulary development/extended sentences |
| Mathematics | Time of the day/positional language | Ordering and comparing sets/ordering and comparing size/repeating patterns | The story of 1,2,3/one more and one less/early shapes/positional language/daily routines | Zero/more than and less than/subitizing/the story of 4,5/comparing weights/comparing capacity/ | Numbers to 10/ordering numbers/doubling to 10/comparing quantities/3d shapes/repeating patterns | Counting within 10/numbers beyond 10/adding and subtracting/rotating shapes/properties of shapes/positional language | Doubling and sharing/positional language/problem solving/number bonds to 5/doubling beyond 10/sharing |
| Personal, social | Routines/sharing/friendships | Same and different/sharing toys/routines | School rules and values/working as part of a group | Similarities and differences/working as part of a team/celebrating success | Solving challenges as part of a team/good choices | Positive friendships/feeling proud | Following instructions/transitions |
| Understanding the World | Friends and families/birthdays | Seasonal changes/natural world/weather/the environment around us/what makes us special/fore4st school | Celebrations/friends/religious stories/members of our community/animals and pets/keeping safe/fire safety | Past and present items and stories/special items/materials around us | Local area and journeys/Spring and God's creations/maps/materials/floating and sinking | People in our community/heroes/stories from religion/changes in the natural world/healthy eating/body parts | Countries and customs/religious festivals/plants/animal habitats |
| Expressive Arts | Familiar songs and nursery rhymes/counting songs/self portraits | Percussion instruments/using natural resources/using the home corner | Song and dance/colour mixing/ | Joining materials/traditional tales/role play | Nature and colours/body percussion/tempo | Materials and tools/beat and rhythmn | Observational drawings/musical instruments/rhythmns/ |
| Physical Development | Changing for PE, personal hygiene/moving with purpose | Using a range of tools/fine motor activities/letter formation | Developing independence/personal hygiene/developing fine motor skills/movement phrases | Letter formation/working with food/balancing and moving | Effects of exercise/safety measures/outdoor activities/obstacle courses/ | Healthy eating/using tools/ball control/team games | Fine and gross motor skills/letter formation/balance and co- ordination/parachute games |