



# St Ives Infants School Long Term Plan 2022 - 2023

Year Reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Seasons & weather					
Theme Question	How have I grown?  All about me	What do we celebrate?  Celebrations/festivals	What is a hero?  Hero v Villains Fantasy Space	Who lives in the woods?  Traditional tales	What's under the log?  Mini beasts	Where will we go?  All over the place/ travel/ transport Adventures, transitions/change
Hook	Baby photos	Set up a Party	Superhero dress up day	Woods visits	Arrival of caterpillars	Dress as pirates
Visits/Visitors	Family members – grandparents come in to talk	Church visit Daya Trevaskis Farm	Local Firefighters Vets Nurses Lifeboat Police Lollipop lady	Jo: Cubit woods Feadon Farm	Forest school	Beach trip
English Key Texts	Super Duper you Can I build another me? Fantastic elastic brain Tiddler Titch Whiffy Wilson The wold who wouldn't go to school Owl Babies	Mog's Birthday Cake Mog's Christmas Merry Christmas Blue Kangaroo Diwali	Supertato Juniper Jupiter Midnight Ninja Super worm	<i>Julia Donaldson</i> Gruffalo Stick man Bear Hunt  Little Red Riding Hood The Gingerbread Man The Three Little Pigs Jack and the Beanstalk	<i>Eric Carle</i> The very hungry caterpillar Snail Trail Doug the Bug that went Boing! Mad about Minibeasts Bee	Sharing a shell Meet the Oceans The Storm Whale



Writing Skills	<p>Name writing</p> <p>Gross and Fine Motor Skills</p> <p>PD – Tweezers, peg boards, threading, twisting and squeezing etc</p>	<p>Lists Cards labels</p> <p>Handwriting – upper and lower case formation</p> <p>Gross and Fine Motor Skills</p>	<p>Uses clearly identifiable letters to communicate meaning</p> <p>Shared Writing: caption</p>	<p>Simple sentences</p> <p>Using phonic knowledge to write words</p> <p>Full stops</p> <p>Shared Writing</p>	<p>Labels and captions Instructions</p> <p>Using phonics knowledge to write words and simple sentences (decodable by others)</p> <p>Shared sentence writing moving onto independent sentence writing</p>	<p>Diary</p> <p>Independent sentence writing e.g. news (past), holiday plans (future) and where they live (present)</p>
	<p>3-4: Literacy: Write some or all of their name</p> <p>Rec: pencil grip</p>	<p>3-4: Literacy: Use some of their print and letter knowledge in their early writing...</p> <p>Rec: Form lower-case correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>3-4: Literacy: Write some letters accurately</p> <p>Rec: Form capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>3-4: Literacy: Develop their phonological awareness so they can recognise words with the same initial sound</p> <p>Rec: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>3-4: Literacy: Understand...print has meaning, print can have different purposes</p> <p>Rec: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>3-4: Literacy: Understand the names of the different parts of a book, page sequencing</p> <p>ELG: Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>



	Range of writing opportunities offered in all areas of the enabling learning environment through stimulating continuous provision and topic related enhancements					
Elements of reading/ comprehension are covered through daily phonics teaching, reading books and stories as a class across the year. Communication and Language strands run throughout the day and are used with children continuously.						
Role play (depending on children’s interests) <i>Literacy: ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>	My home  Family names, Dr surgery	Christmas workshop  Cards/present labels	Spaceship/ rocket  Messages from and to space	Little red riding hood/ storytelling Story frames <i>EAD: ELG:BI: Invent, adapt and recount narratives and stories with peers and their teacher.</i>	Explorers den  Clip boards	Beach shop  Labels
	Contextual/ purposeful guided writing					
Maths Number  Development Matters/ELG <i>Power Maths</i>	3-4 Years Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5		3-4 Years Extend and create ABAB patterns – stick, leaf, stick, leaf		3-4 Years Describe a familiar route Discuss routes and locations, using words like ‘in front of’ and ‘behind’	
	<i>Rec</i> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value Continue, copy and create repeating patterns. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.		<i>Rec</i> Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.		<i>ELG</i> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  Verbally count beyond 20, recognising the pattern of the counting system.	



							Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	
Science	TNW	UW	My body How I have grown	Healthy eating	Observing space rockets	Nature/ growing	Life cycles Bug hunt	Under the sea Floating/sinking materials
			3-4: UW: Begin to make sense of their own life story...	3-4: PD: Make healthy choices about food, drink...		3-4: UW: Begin to...respect and care for...all living things	3-4: UW: Understand the key features of the life cycle of a plant and an animal	3-4: UW: Talk about the differences between materials and changes
			Rec: UW: Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.	Rec: PD: Know and talk about the different factors that support their overall health and wellbeing...		ELG: UW: Explore the natural world around them, making observations and drawing pictures of animals and plants.	Rec: UW: Recognise some environments that are different to the one in which they live.	
History	PAP		My family in the past & present	Black History Month				Fishing in St Ives
			3-4: UW: Begin to make sense of their...family's history	3-4: UW: Continue to develop positive attitudes about the differences between people				3-4: UW: Show interest in different occupations



			Rec: UW: Talk about members of their immediate family and community.	Rec: UW: Compare and contrast characters from stories, including figures from the past.				
Geography	PCC		Where I live!		Visitors from the community- how they help us.		Knowing own environment Maps- linked to stories	Travel/transport Directions Globes/maps
		3-4: UW: Begin to understand their own life story/Talk about what they see	3-4: UW: Talk about what they see...				3-4: UW: Know there are different countries...talk about differences...	
			Rec: UW: Talk about members of their immediate family and community.		ELG: UW: Talk about the lives of the people around them and their roles in society.	Rec: UW: Draw information from a simple map.  ELG: PCC: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		Rec: UW: Draw information from a simple map.  Rec: UW: Recognise some similarities and differences between life in this country and life in other countries.
Computing 3-4: UW: Explore how things work			What is the internet? Internet safety – Picture news			Programming & algorithms – instructions and directions Beebots Codapillars		
			What is a computer? Photography / Videoing					
			Explore toys that simulate control devices e.g. microwave, cash tills, traffic lights, with the intention of finding out how it works. Create digital art using a program e.g. 2paint/paint.					



DT	EAD	Cooking/food My favourite sandwich filling.	Cooking/food Soup	Trap making. Junk model rockets.	Stick men Puppets		Boats that float Telescopes
		3-4: PD: Start to eat independently	3-4: PD: learning how to use a knife and fork	3-4: EAD: Join different materials...	3-4: PD: Use one-handed tools and equipment		3-4: EAD: Make imaginative and complex...construction...
				ELG: CM: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	ELG: CM: Make use of props and materials when role playing characters in narratives and stories.		ELG: CM: Share their creations, explaining the process they have used.
Art & Design		Portraits Colour mixing	Rangoli patterns Clay pinch pot	Superhero character/costume design	Gruffalo clay faces Still life: Spring	Symmetrical printing Sketch caterpillars	Sand Watercolours
		3-4: EAD: Explore different materials freely	3-4: EAD: ...explore different textures	3-4: EAD: Create closed shapes with continuous lines	3-4: EAD: Show different emotions...	3-4: EAD: Draw with increasing complexity and detail...	3-4: EAD: Develop their own ideas and decide which materials to use...
		Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings.		Rec: Return to and build on their previous learning, refining ideas and developing their ability to represent them.	ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Music Nursery rhymes, counting songs		Body music Claves	Christmas play	Dragon/ribbon dance			
		3-4: EAD: Listen with increased	3-4: EAD: Sing the melodic shape of a melody...	3-4: EAD: Create their own songs...			



		attention to sounds					
		Rec: Listen attentively, move to and talk about music, expressing their feelings and responses.	Rec: Watch and talk about dance and performance art, expressing their feelings and responses.	Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody.			
PSHE LifeWise Picture News Internet Safety School Council	PSED	Settling in Safety: rules Feelings Relationships Body: changes, hygiene	Safety: Appropriate weather wear Body: independence; cutlery, dressing, teeth (dental nurse) My voice	People who help us Differences and acceptance Safety: fire safety (Lifewise) Body: positive touch Mindfulness	Survival/Safety: risk management Environment Friendships Body: NSPCC Respect	Care and concern for living things Safety: Sun protection Body: effects of exercise Yoga	Road safety Water safety – sea, pool A healthy mind: adapting to change Body: medicine
		3-4: PSHE: Play with one or more children...	3-4: PD: Be increasingly independent as they get dressed...	3-4: PSHE: Develop their sense of responsibility and membership of a community	3-4: PSHE: Begin to understand how others may be feeling	3-4: PD: Make healthy choices about food, drink, activity...	3-4: PD: Start to take part in some group activities, which they make up for themselves or in teams
		Rec: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Rec: PD: Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Rec: Think about the perspectives of others.	ELG: BR: Work and play cooperatively and take turns with others.	ELG: MS: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	ELG: BR: Form positive attachments to adults and friendships with peers.



RE	UW - PCC	Being Special-where do we belong?	Why is Christmas special for Christians? Diwali Christmas Bonfire night Birthdays  Visit church	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	What times/stories are special and why?	What places are special and why?
3-4: UW: Talk about what they see.../continue to develop positive attitudes about...people ELG: Know some similarities and differences between different religious and cultural communities ...							
PE	PD	Dance EAD: Rec: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Gymnastics Ways my body can move	Gymnastics & Dance EAD: Rec: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Games and Athletics		

This is what we intend to broadly teach throughout the year in both reception classes.

However, this does not incorporate all the interest led learning and own learning time enhancements that are reliant on the unique children in each cohort. These are mostly recorded in floor books/ project books/ planning / next steps boards and children's individual learning diaries.