

Maple Class Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/Topics	Marvellous Me	Let's Celebrate!	Winter Wonderland	Once Upon a Time	Roots, Shoots & Welly Boots	Ocean Commotion
Key Texts	Going to School All About You So Much Grandad Pot Peepo Something Special Titch Kipper's Birthday Finished being 4 Once There Were Giants Funnybones	Edward's Rocket The Gruffalo's Child The Night Before Christmas The First Christmas	Owl babies The Gruffalo The Snow Lambs Tiger in the Snow The Gruffalo's Child Tiger's Snowy Day Polar Bear, Polar Bear Goldilocks & the Three Bears We're Going on a Bear Hunt Where's My Teddy? It's a Bear! Cinderella	The Gingerbread Man The Little Red Hen Rosie's Walk The Three Billy Goats Gruff The Three Little Pigs Lucy's Quarrel (PHSE text)	The Very Hungry Caterpillar A Butterfly is Born Jack & the Beanstalk Daisy's Sunflower Life of Vincent Van Gogh	The Whale & the Snail The seaside: then & now
Additional points to consider	-Transition -Baseline Assessment (4 weeks) -Autumn -Harvest	-Halloween -Bonfire Night -Remembrance Day -Hannukah -Christmas	-Winter -Pancake Day -Ash Wednesday -Lent -Chinese New Year	-Spring -Mother's Day -World Book Day -Easter		-Summer -Transition to Year 1 -Sports Day
Visits/visitors	-Life Education Van	-Anti-bullying week -Flu vaccinations -Hearing checks school nurse -Bea- CAFOD workshops	-E-safety week -Chinese food tasting and chopsticks -Healthy Ted talk by school nurse -Rise Theatre: God's planet	-CAFOD workshops -Eye sight tests -Baby chicks hatching in school	-Height/weight check -Welly Walks: village, train station, new buildings (farmland) -Visit to Wool Library -Class trip to Leeson House	-RNLI 'Keeping safe at the Seaside' talk -Seaside trip to Swanage Beach
Parental engagement events	-Meet the Teacher -Harvest Mass -Open afternoon	-Remembrance Service -Advent Liturgies -Nativity -Parent Consultations	-Ash Wednesday Mass	-Mothers' Day liturgy -Holy Week Liturgies -Parent Consultations	-Easter Mass	-End of year/Leavers' Mass -Sports Day -School reports
Religious Education	DOMESTIC CHURCH Myself: God knows and loves each one of us JUDAISM	BAPTISM/CONFIRMATION Welcome: Baptism-a welcome to God's family ADVENT/CHRISTMAS	LOCAL CHURCH Celebrating: People celebrate in Church ISLAM:	EUCCHARIST Gathering: Parish family gathers to celebrate Eucharist	PENTECOST Good News: Passing on the good news of Jesus	RECONCILIATION Friends: Friends of Jesus UNIVERSAL CHURCH

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	Hannukah	Birthday: Looking forward to Jesus' birthday	Prayer Mats	LENT/EASTER Growing; Looking forward to Easter		Our World: God's wonderful world
Personal, Social & Emotional Development	SCARF theme: Being My Best TENTEN themes: Handmade With Love I Am Me Heads Shoulders, Knees, Toes Ready Teddy? * Transition to school and settling in * Getting to know each other and making new friends * playing alongside/interacting with others * creating Class Charter and learning new routines * Understand the need for food, water, exercise and sleep to keep our bodies healthy * Talk about family and other people who are important to us	SCARF theme: Keeping Myself Safe TENTEN themes I Like, You Like, All like Good Feelings, Bad Feelings Let's Get Real Growing Up * See themselves as a valuable individual * Build constructive and respectful relationships * Use the word 'independent' in doing things for ourselves * Understands what bullying is and that this is unacceptable behaviour * Celebrating successes: Sharing Wow slips and taking part in achievement assembly * Describe ourselves positively and talk about our abilities	SCARF theme: Me and My Relationships TENTEN themes Role Model Who's Who * Show resilience and perseverance in the face of challenge * Identify and moderate their own feelings socially and emotionally * Understand and learn the PANTS rules * Be confident to try new activities and have a go	SCARF theme: Valuing Difference TENTEN Themes You've Got a Friend in Me Forever Friends * Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	SCARF theme: Rights & Responsibilities TENTEN Themes Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us * Think about the perspectives of others * Understand that someone else's point of view can be different from theirs * Suggest simple strategies for resolving conflict situations * Recognise how their own behaviour can affect others * Take responsibility for looking after our plants	SCARF theme: Rights & Responsibilities TENTEN Themes God is Love Loving God, Loving Others Me, You, Us * Think about the perspectives of others * Manage their own needs * Learn the importance of 'sportmanship' in preparation for Sports Day * Resolve minor disagreements without adult support * Talk about what we are good at and what we have learned this year * Discuss feelings as we prepare to move into Year 1

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Communication & Language	<p>* Understand how to listen carefully and why listening is important</p> <p>*Respond to what they hear with relevant questions, comments and actions</p>	<p>* Ask questions to find out more and to check they understand what has been said to them</p> <p>*Develop social phrases</p>	<p>* Articulate their thoughts and ideas in well-formed sentences.</p> <p>*Connect one idea or action to another using a range of connectives</p> <p>*Listen to and talk about stories to build familiarity and understanding</p>	<p>*Describe events in detail</p> <p>*Use talk to help work out problems and organise thinking and activities</p> <p>* Retell stories once they have built a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>*Engage in non-fiction books</p> <p>* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>. *Engage in non-fiction books</p> <p>* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
<p>On-Going</p> <p><i>-Engage in story times</i></p> <p><i>-Learn new vocabulary</i></p> <p><i>-Use new vocabulary throughout the day</i></p> <p><i>-Listen carefully to rhymes and songs, paying attention to how they sound</i></p> <p><i>-Learn rhymes, poems and songs</i></p> <p><i>-Use new vocabulary in different contexts</i></p>	<p>TALK THROUGH STORIES:</p> <p>-Six Dinner Sid</p> <p>-Burglar Bill</p> <p>NUMBER RHYMES (Counting to 10) e.g. 1,2,3,4,5 Once I Caught a Fish Alive</p> <p>FINGER RHYMES</p> <p>-Two Little Dicky Birds</p> <p>-Tommy Thumb</p> <p>POEMS TO RECITE (linked to Topic)</p> <p>-The Terrible Tickle!</p> <p>-Toenails!</p> <p>-The Nut Tree</p>	<p>TALK THROUGH STORIES:</p> <p>-Room on the Broom</p> <p>-Stick Man</p> <p>POEMS TO RECITE (linked to Topic)</p> <p>-On Bonfire Night at 5 o'clock</p> <p>-Witch, Witch, Fell in a Ditch</p> <p>NUMBER RHYMES (1 less)</p> <p>-Five Little Speckled Frogs</p> <p>-Five Little Ducks</p> <p>-Five Currant Buns</p> <p>-Five Little Men</p>	<p>TALK THROUGH STORIES:</p> <p>-Can't You Sleep Little Bear?</p>	<p>TALK THROUGH STORIES</p> <p>-Cottonwool Colin</p> <p>POEMS TO RECITE (linked to Topic)</p> <p>-The Fox</p>	<p>TALK THROUGH STORIES:</p> <p>-Oliver's Vegetables</p> <p>NUMBER RHYMES Five Little Butterflies (add 1) Five Little Speckled Frogs (minus 1) Five Little Ducks (minus 1)</p> <p>POEMS TO RECITE (linked to Topic)</p> <p>-I Have a Little Frog</p> <p>-Pitter Patter</p> <p>-A Little Shell</p> <p>-If I Were So Very Small</p> <p>-Under a Stone</p> <p>-How Does Your Garden Grow?</p>	<p>TALK THROUGH STORIES:</p> <p>-How to be a Viking</p> <p>-The Rainbow Fish</p> <p>-Tiddler</p>

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<p>Physical Development</p> <p><i>On-Going:</i></p> <p>GROSS MOTOR SKILLS -Negotiate space and obstacles safely -Demonstrate strength, balance and co-ordination when playing -Move energetically</p> <p>FINE MOTOR SKILLS -Hold a pencil effectively in a tripod grip -Use a range of small tools: scissors, paintbrushes ,cutlery -Begin to show accuracy and care when drawing</p> <p>MANAGE OWN BASIC HYGIENE AND PERSONAL NEEDS</p>	<p>Gymnastics *using space in the hall - moving freely, showing an awareness of space and sharing space safely *learn how to stay safe and follows some safety routines *develop co-ordination and gross motor skills</p> <p>Dance *Matching actions to music *Copy, repeat and perform simple movement patterns</p> <p>Visit from Life Education Van: Know the importance for good health of exercise and diet</p>	<p>Body Management *Explore balance and co-ordination *Show good control over large and small movements</p> <p>Speed, Agility, Travel *negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacle</p>	<p>Manipulation & Co-ordination *Send and receive objects with different body parts *hand-eye/foot-eye co-ordination</p> <p>Co-operate and solve problems *Working with partners to listen, share ideas, make choices *Work as teams to complete challenges</p>	<p>Gymnastics *Linking simple balance, jump and travel actions, making different shapes, jumping off objects and landing safely.</p> <p>Body management *Explore rolling, sliding and slithering: travel with confidence over, under, around, through and balance on climbing equipment.</p>	<p>Dance *moving rhythmically to music; counting/moving to beats of 8 *copy and repeat movement patterns * expressing emotions through dance moves * can move in a variety of ways, with control.</p> <p>Speed, Agility, Travel *Moving and controlling objects * Team games</p> <p>How to keep healthy and safe (linked to PHSE)</p>	<p>Manipulation & Co-ordination * Practise our ball skills; throwing, catching, kicking, patting and aiming</p> <p>*Practise for Sports Day</p> <p>*Observe the effects of exercise on our bodies</p>
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Literacy						
Phonic focus:	* Phase 2 Phonics: s a t p i n m d g o c k ck, * Begin to say the sound for each individual letter taught	* Phase 2 Phonics: e u r h b f ff l ll ss *Begin to develop segmenting and blending skills *Learn tricky words: I the to no go into	* Phase 3 Phonics: j v w x y z zz qu ch sh th ng ai ee * Segmenting and blending with growing accuracy *Learn tricky words: he, she, me, we, be you are her was all they my	* Phase 3 Phonics: igh, oa, oo/oo, ar, or, ur, er, ow, oi, er, air, ure * Segmenting and blending accurately *Learn tricky words: said have like so do some come little	* Re-cap all Phase 3 Phonics * Segmenting and blending activities *Learn tricky words: were there what when out oh Mrs people	Phase 4 phonics Using phonemes taught in Phases 2 and 3 begin to decode CVCC words and CCVC words *Learn tricky words their, called
Reading focus	* Baseline Assessment *Introduction of Classroom book corner *Whole Class story time *Paired reading with Year 6	*Introduction to the school library * Whole class story time *'Story Talk' - Shared reading of class texts *Individual reading	* Whole class story time *'Story Talk' - Shared reading of class texts * Individual reading	* Whole class story time *'Story Talk' - Shared reading of class texts *Individual reading * Read simple phrases and sentences made up of decodable words and tricky words	* Whole class story time *'Story Talk' - Shared reading of class texts *Individual reading * Begin to use punctuation to support fluency and expression when reading	* Whole class story time *'Story Talk' - Shared reading of class texts *Individual reading * Read phonetically regular words of more than one syllable as well as many irregular high frequency words.

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Comprehension	* Anticipate key events in stories	* Anticipate key events in stories	*Retell stories and narratives using their own words and recently introduced vocabulary	*Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Writing	*Learn grapheme/phoneme correspondence for sounds taught in Phonics	* Learn grapheme/phoneme correspondence for sounds taught in Phonics	*Write recognisable letters, most of which are correctly formed	*Spell words by identifying sounds in them and representing the sounds with a letter/letters	*Write simple phrases and sentences that can be read by others	*Write simple phrases and sentences that can be read by others
Writing Focus	Learn to write name Letter formation of individual letters	Card writing To a friend For a birthday For a Baptism A letter To Father Christmas Letter formation of individual letters	A letter From Goldilocks to the Bears An invitation Teddy Bears Picnic A Shopping List The Teddy Bears Picnic	A letter To the Little Red Hen from the cat/dog/pig Re-telling a story The Gingerbread Man	Information Writing Life Cycle of a Butterfly Re-tell & Innovate The Very Hungry Caterpillar Instruction Writing How to grow a sunflower Labels Parts of a Plant Description The giant	Description Write a description of The Rainbow Fish Recount Our Class Trip What Am I? Clues for a sea creature

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<p>Mathematics</p> <p>POWER MATHS</p>	<p>Unit 1 Numbers to 5</p> <p>Unit 2 Sorting</p>	<p>Unit 3 Comparing groups within 5</p> <p>Unit 4 Change within 5</p> <p>Unit 5 Time: My Day</p>	<p>Unit 6 Number bonds within 5</p> <p>Unit 7 Numbers to 10</p> <p>Unit 8 Comparing numbers within 10</p> <p>Unit 9 Addition to 10</p>	<p>Unit 10 Number bonds to 10</p> <p>Unit 11 Shape and Space: <i>Spatial awareness/3D shapes/2D shapes</i></p>	<p>Unit 12 Exploring Patterns</p> <p>Unit 13 Counting on and counting back</p> <p>Unit 14 Numbers to 20</p>	<p>Unit 15 Numerical Patterns</p> <p>Unit 16 Measure: <i>Length/Height/Distance Weight, Capacity</i></p>
	<p>TOPIC MATHS</p> <p>Shape, Space & Measures</p> <p>Shape: -Exploring 2D shape: -Recognise and name. -Make house pictures using 2D shapes</p> <p>Time: -Learn about the seasons and the months of the year & the days of the week</p>	<p>Shape, Space & Measures</p> <p>Shape: -Learn the names of common 3D shapes -Investigate some of the properties of 3D shapes</p> <p>Time: -Learn about the seasons and the months of the year & the days of the week</p> <p>Weight: Santa's parcels -Compare and order parcels. Use language such as heavy, light, heavier, lighter -Explore using balance scales</p>	<p>Shape, Space & Measures</p> <p>Positional language: Use positional words to describe where something is: in, on, under, behind, next to, in front of etc. (Link to Going on a Bear Hunt/Rosie's Walk)</p> <p>Shape: Use 3D shapes (reclaimed materials) to make a cottage/windmill (Link to Goldilocks/Little Red Hen)</p>		<p>Shape, Space & Measures</p> <p>Measuring: -Use non-standard units to measure and order sunflowers -Use non-standard units to measure distance (the giant's footprints/footsteps)</p>	

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<p>Understanding the World</p> <p><i>People, Culture & Communities (Geography)</i></p> <p><i>The Natural World (Science)</i></p> <p><i>Past and Present (History)</i></p>	<p>Talk about the lives of people around them</p> <ul style="list-style-type: none"> -Talk about where we live and who we live with -Name and describe people who are familiar to them -Children remember and recount events in their past 	<p>Know some similarities and differences between different religious and cultural communities in this country</p> <p>Learn about different special occasions:</p> <ul style="list-style-type: none"> -Harvest -Judaism week: Hannukah -Bonfire Night -Remembrance Day -Christmas 	<p>Talk about the lives of people around them and their roles in society</p> <ul style="list-style-type: none"> -The role of Father Tim 	<p>Know some similarities and differences between different religious and cultural communities in this country</p> <ul style="list-style-type: none"> -Mothers Day -Easter 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Know some similarities and differences between things in the past and now</p> <ul style="list-style-type: none"> -The Seaside in the past: How has it changed today?
	<p>Talk about the lives of people around them and their roles in society</p>	<p>Visit to the church</p>	<p>Know some similarities and differences between different religious and cultural communities in this country</p> <ul style="list-style-type: none"> -Islam week -Chinese New Year -Shrove Tuesday -Ash Wednesday 	<p>Draw information from a simple map.</p> <ul style="list-style-type: none"> -Rosie's Walk: her route around the farmyard -The Gingerbread Man's journey -Going on a Bear Hunt journey 	<p>Welly Walks:</p> <ul style="list-style-type: none"> -Around Wool Village -The Train Station -New Buildings fields - Wool library 	<p>Understand some important changes in the natural world: Seasons</p> <ul style="list-style-type: none"> -Summer Walk
	<p>Know some similarities and differences between things in the past and now</p> <ul style="list-style-type: none"> -People who help us and keep us safe: doctors 	<p>Talk about the lives of people around them and their roles in society</p> <ul style="list-style-type: none"> -People who help us and keep us safe: Firefighters 	<p>Understand some important changes in states of matter</p> <ul style="list-style-type: none"> -Making porridge -Cooking noodles 	<p>Understand some important changes in states of matter</p> <ul style="list-style-type: none"> -Making Gingerbread Men -Making Easter nests 	<p>Life Cycles:</p> <ul style="list-style-type: none"> Tadpoles/frogs Caterpillars/butterflies 	<p>Know some similarities and differences between the world around them and contrasting environments</p> <ul style="list-style-type: none"> -Seaside trip to Swanage: How is the village of Wool similar/different to the seaside town of Swanage
	<p>Understand some important changes in the natural world: Seasons</p> <ul style="list-style-type: none"> -Autumn Walk 	<p>Understand some important changes in states of matter</p> <ul style="list-style-type: none"> -Making hedgehog bread rolls <p>(Link to Senses Work)</p>	<p>Understand some important changes in the natural world: Seasons</p> <ul style="list-style-type: none"> -Winter Walk 	<p>Understand some important changes in the natural world: Seasons</p> <ul style="list-style-type: none"> -Spring Walk 	<p>Growing and planting activities</p>	
	<p>Describe their immediate environment</p> <ul style="list-style-type: none"> -Getting to know our school environment: Go for a walk around the school, comment on what we observe 	<p>Understand the past through settings, characters and events encountered in books</p> <p>Guy Fawkes</p> <p>Jesus, Mary & Joseph</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <ul style="list-style-type: none"> -Learn about China as part of our Chinese New Year week 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Life cycle of a chick</p>	<p>Recognise and name the parts of a plant</p>	
					<p>Learn about the life cycle of a sunflower</p>	
					<p>-Go on a bug hunt in the school grounds.</p> <p>-Identify environments in which the bugs live</p> <p>-Create a bug hotel</p>	
					<p>Describe their immediate environment</p> <ul style="list-style-type: none"> -Getting to know our local environment through our weekly welly walks 	

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		<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Through CAFOD workshops and fundraising events we will learn about the lives of children in other countries</p>		<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Through CAFOD workshops and fundraising events we will learn about the lives of children in other countries</p>		
<p>Expressive Arts and Design</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Develop storylines in their pretend play (On-going)</p> <p>ART Focus: DRAWING Use a variety of drawing tools Use drawings to tell a story Encourage accurate drawing of people</p> <p>-Draw & paint self-portraits -Draw pictures of family members -Draw pictures of a house</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody (On-going)</p> <p>ART Focus: COLOUR Experiment with and use primary colours Name colours Explore colour-mixing</p> <p>-Make Christmas cards -Make calendars -Junk modelling: make and decorate rockets -Firework paintings using a range of techniques</p> <p>ROLE PLAY:</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (On-going)</p> <p>ART Focus: TEXTURE Handling, manipulating and enjoying using materials Sensory experience Simple Collages Simple weaving</p> <p>-Make bird feeders for the outdoor area -Make fans, lanterns and dragon puppets -Listen to Chinese music -Create a dragon dance for Chinese new year -Design a duvet cover using collage materials (Bear Hunt story) -Make porridge -Decorate fence in outdoor area with colourful weaving ribbons</p>	<p>Create collaboratively sharing ideas, resources and skills (On-going)</p> <p>ART focus: FORM 3D work, clay, dough, boxes, Mod-roc</p> <p>- Make Gingerbread Men -Make windmills from reclaimed materials -Make bread rolls -Make Mothers Day Cards -Make Easter cards - Make Easter baskets</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses (Link to PE Dance unit)</p> <p>ART Focus: PRINTING Use natural materials to create simple representations -Use natural materials to create their own creature pictures -Use natural resources to create a bug hotel -Symmetrical butterfly printing - Use percussion instruments to create sound effects to go with the story of Jack and the Beanstalk: consider repeating rhythmic patterns and volume (climbing up and down the beanstalk) -Make seed shakers -Paint stones to resemble insects: ladybirds and bees -Paint Sunflowers</p> <p>ROLE PLAY:</p>	<p>Watch and talk about dance and performance art, expressing their feelings and response (Link to PE Dance units: Autumn1/Summer1)</p> <p>Rise Theatre visit.</p> <p>ART Focus: Pattern</p> <p>-Clay starfish -Paper plate crabs and turtles -Lolly stick beach hut collages -Under the sea collage/colour-mixing using bubble art -Junk modelling: telescopes and boats</p> <p>ROLEPLAY:</p>

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<p>Key musical pieces/composers</p>	<p>ROLE PLAY: -Home Corner -Doctors' Surgery</p> <p>SONGS TO LEARN: -How do you do? -When I was 1 -Alphabet Song -Upsy Down Town -The Rainbow Song</p> <p><i>*Maple Leaf Rag - Scott Joplin</i></p>	<p>-Cafe -Santa's Grotto</p> <p>SONGS TO LEARN: -Learn songs for the Christmas nativity -Listen to and sing along with traditional and popular Christmas music</p> <p><i>*Four Seasons: Autumn - Vivaldi</i></p>	<p>ROLE PLAY: - The Three Bears Cottage - The Train Station</p> <p>SONGS TO LEARN: -When Goldilocks went to the house of the bears -Going on a Bear Hunt -If you go down to the woods today</p> <p><i>*Peter & the Wolf - Prokofiev *Four Seasons: Winter- Vivaldi</i></p>	<p>ROLE PLAY -The Red Hen Bakery -The Vets</p> <p>SONGS TO LEARN: -Don't forget to tell your Mum -Spring Chicken -Who will cut the wheat? -There was a Princess Long Ago</p> <p><i>*Four Seasons: Spring - Vivaldi</i></p>	<p>-The Giants Castle -The Garden Centre</p> <p>SONGS TO LEARN: -Find a Little Seed -There's a worm at the bottom of my garden -There's a tiny caterpillar -Little Bird, Little Bird</p> <p><i>*Flower Waltz - Tchaikovsky *The Flight of the Bumble Bee - Korsakov</i></p>	<p>-Under the Sea</p> <p>SONGS TO LEARN: - A sailor went to sea, sea - Under the Sea - Oh I do like to be beside the seaside -What shall we do with the lazy pirate? -Lots to see in the deep blue ocean</p> <p><i>*Four Seasons: Summer - Vivaldi</i></p>
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