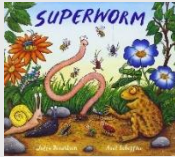


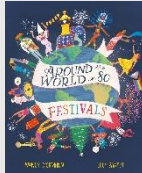
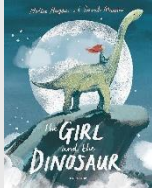
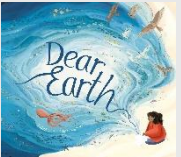







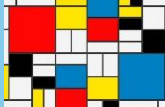














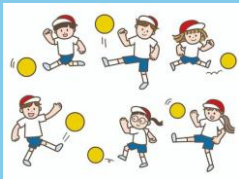



South Marston CofE Primary School - Long Term Plan



Year: Pre School/Reception
Pine Class

	Term	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	Focus text - Superworm by Julia Donaldson 	Focus text - Emma Jane's Aeroplane by Katie Haworth 	Focus text - Hanada's Surprise by Eileen Browne 	Focus text - Around the World in 80 Festivals by Nancy Dickmann 	Focus text - The Girl and the Dinosaur by Hollie Hughes 	Focus text - Dear Earth by Isabel Otter 
	Guided Reading, Phonics, Comprehension, Spelling and Handwriting to form part of standard English teaching throughout each week.					
Mathematics	Cardinality and Counting Pattern	Pattern Cardinality and Counting Comparison	Cardinality and Counting Composition Shape and space	Cardinality and Counting Shape and space Measure	Cardinality and Counting Composition Comparison	Cardinality and Counting Shape and space Pattern Measure
Understanding the World	Unit - Who Are the People that Help Us? 	Unit - How has Travel and Transport Changed Over Time? 	Unit - What is Life like in Tropical Climates? 	Unit - How Do People Around the World Celebrate Special Events? 	Unit - How was the World Different in Prehistoric Times? 	Unit - What are the Seven Continents of the World and What Are They Like? 
Expressive Art and Design	Unit - Transient Art Self Portraits Artist Focus - Andy Goldsworthy 	Unit - Exploring Primary Colours and Colour Mixing Artist Focus - Piet Mondrian 	Unit - Animal Art Artist Focus - Henri Rousseau 	Unit - Exploring Pattern and Colour Artist Focus - Yayoi Kusama 	Unit - Designing and Making with Clay Artist Focus - Hamish Mackie 	Unit - Still Life Artist Focus - Clara Peeters 

Personal, Social and Emotional Development	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Form relationships with their peers and adults. Begin to be able to calm themselves when distressed. Know and talk about the different factors that support their overall health and wellbeing</p>		<p>Manage their own needs – personal hygiene. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Begin to solve conflicts without adult support. Form good relationships with their peers and familiar adults. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong, and try to behave accordingly.</p>		<p>Know and talk about the different factors that support their overall health and wellbeing Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p>	
Communication and Language	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary Ask questions to find out more and to check understanding Sharing ideas within a small group Engage in story times including fiction, non-fiction and poetry Join in with familiar stories and rhymes Develop social phrases Articulate thoughts and ideas in simple sentences Describe events in some detail</p>		<p>Using new vocabulary in different contexts. Describe events in increasing Working as a group to develop shared, sustained thinking. Retell the story, once they have developed a deep familiarity with the text using some exact repetition and some retelling in their own words Connecting ideas using conjunctions to add detail Use talk to help work out problems and organise thinking and activities Learn rhymes, poems, and songs.</p>		<p>Listen attentively and respond to what they hear with relevant questions, comments and actions Make comments about what they have heard and ask questions to clarify understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary</p>	
Religious Education	<p>Unit – Who Created the World?</p> 	<p>Unit – What is Christmas and Why Does it Matter to Christians?</p> 	<p>Unit – What is Special About Our World?</p> 	<p>Unit – What is Easter and Why Does it Matter to Christians?</p> 	<p>Unit – Which Stories are Special and Why?</p> 	<p>Unit – What Places are Special and Why?</p> 
<p>PSHE</p> 	<p>Jigsaw Unit – Being Me in My World</p>	<p>Jigsaw Unit – Celebrating Difference</p>	<p>Jigsaw Unit – Dreams and Goals</p>	<p>Jigsaw Unit – Healthy Me</p>	<p>Jigsaw Unit – Relationships</p>	<p>Jigsaw Unit – Changing Me</p>

Music	Unit - Nursery Rhymes	Unit - Chant to the Animals	Unit - Creative Moves	Unit - Number Time	Unit - Wellbeing Matters	Unit - Rhythm Adventure
PE Creative Physical Health & Fitness Cognitive Social Personal	Focus - Introducing PE 	Focus - Ball skills 	Focus - Gymnastics 	Focus - Dance 	Focus - Athletics 	Focus - Team Games 