

Town Lane Infant School: F1 Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme (but not limited to...)	All about me Nursery Rhymes	Nursery rhymes (count) Let's Celebrate - Christmas, Diwali	Once upon a time... Traditional tales	Who's in the garden - Minibeasts	How do we get there? Transport	People who help us Sports
Character Muscles	Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening, Communicating and Friendship.					
Possible Ideas/Lines of enquiry (Directed Tasks) These mini ideas within the themes may change or be replaced depending on child interest or fascination.	All about me and my family, learning and joining in with nursery rhymes; humpty dumpty, five little speckled frogs etc	Autumn time and exploring our outdoor area and changes in weather, bonfire night, Christmas time and other world celebrations Melting investigation The spider is trapped in the ice. How can we help him escape?	Materials, hard and soft Which materials would make a good bridge for the 3 Billy goats to cross over? Explore collections of materials with similar and/or different properties. Changes to materials Gummy bear experiment	Science week David Attenborough Life cycle of a caterpillar Planting	Main text - Floating and sinking investigations in our water trays.	Forces Explore and talk about different forces they can feel when rolling cars down ramps etc

Experiences	Becoming familiar with our classroom and our school grounds.	Walking to the post box on Teehey Lane to post our letters to father Christmas. Performing our christmas sing along	Making porridge and exploring traditional tales through sensory experiences.	Hedgehog sanctuary Science week Skittle experiment make hedgehog hotel Walk to the church		Visit from the police, fire brigade, ambulance etc
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Key Stories Books/ Rhymes	Rosie's going to school our class Meesha makes friends Geoffrey gets the jitters Goat goes to school I am too absolutely small for school Be gentle a story about playing nice Going to Nursery Thank you for being my friend It's great to share Starting School Kippers Christmas Eve Dear Santa The Nativity	Goldilocks Eat your Greens Goldilocks Three Billy Goats Gruff Guess how much I love you? Snow White and the seven dwarves What the ladybird heard The Very Busy Spider Let's go to the zoo Bread and Jam for Francis Fussy Freya Down at the bottom of the garden 5 little bees	The Night Pirates 10 Little Pirates Pirates Love Underpants People who help us information books I'm a little pirate Pirate crew song 5 little firefighters
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	Nativity Five little speckled frogs Humpty Dumpty 10 Little Elves				
Circle Time PSED/C&L	Circle time in each session and based on the themes, interests of the children. Focus on communication and language skills, developing vocabulary, listening and attention, speaking and understanding, taking turns. We follow the Jigsaw PSED scheme and will cover the following topics over the year; Being me in my world, celebrating difference, dreams and goals, healthy me, relationships and changing me				
Physical Education	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport. Develop their small motor skills so that they can use a range of tools safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoon, balls to catch, throw, roll and push. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.				
	Unit 1 – Fundamental	Unit 1 - Gymnastics	Unit 1 - Introduction	Unit 1 – Ball skills	Unit1 -Dance
Music	Enjoy moving to music Enjoy making sounds with instruments Enjoy and take part in singing nursery rhymes and familiar songs Listen with increased attention to sounds Listening walk indoors and outdoors Mr Copycat- children copy words/phrases sung by adult. Record adult phrases using talking boards, listen to and ask	Respond to what they have heard, expressing their thoughts and feelings Listen to contrasting styles of music, how does this music make you feel? Does it remind you of anything? What is your favourite music/instrument and why? Use drawing to represent ideas like movement or loud noises Use large pieces of paper and pens to make marks to represent different noises	Create their own songs or improvise a song around one they know Use familiar songs with no words, encourage children to adapt songs, create own and record. Play instruments with increasing control to express their feelings and ideas. Record children playing instruments and discuss how it makes them feel. Value their music and use it in the room for children to listen to.		

Maths	See knowledge and Skills document for Mathematics					
Reading	The children will experience a variety of texts. Key texts are stated above. Children will take home a library book to develop that love of reading. Rhyme and alliteration, Hearing Environmental sounds, Instrumental sounds, Body percussion (clapping and stamping) Once we feel the children are reading they will start the RWI phonics scheme.					
Writing	See separate Literacy Long Term Plan					
UTW Experiences Not limited to just these. Will be regularly reviewed depending on cohort and flexible to react to child interest and events. Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction	Look at our family and different families. Request family pictures for our family display and baby pictures to discuss past present and future. Look at differences between when children were babies and now, what can they do, size of clothes? Look at where they live, who is in their house, compare to school environment Geog Enquiry : Where do I live? Are you near or far from school? Explore my classroom, my playground	My school woods - Forest school Observe the outdoor environment (Making observations) photograph. Weather activities. Geog Enquiry : Use Google earth to show the children where Bebington is, Wirral, England, Great Britain Europe and rest of the world. Is Bebington the same as where we go on holiday? Remembering festivals Q: What do you like to remember? Link with R.E Diwali	Compare locality of Goldilocks (forest) Chinese New Year/ celebrations Q – I can talk about a festival or celebration Geog Enquiry : Winter walk signs of winter Where do the animals sleep in Winter? Using programmable toys Recording or voices and images.	Signs of Spring and new life Trip to the church to explore wildlife. Geog Enquiry : How big is a hedgehogs house? Is it bigger than an ant's house? Make a hedge hog hotel What do hedgehogs eat? Where do they sleep?	Geog Enquiry : My holidays Talk about different countries in the world children might have heard of or experienced. Look at some pictures and talk about how we might travel to these places. How is it different to Bebington? What is it like here? What can i do here? Daily weather discussions planting outdoors	Spot similarities and differences between people who help us in (different uniforms, vehicles etc) My new classroom in F2. Geog Enquiry : Visit to church What animals can you find? Is this a special place? Would you live in a church? why not? How big is a church? Is your house bigger or smaller? Daily weather discussions Children to use ipads or camera to take photographs of each other dressed up.

	My School How do I get here?	Bonfire Night Remembrance Sunday Christmas		What are baby hedgehogs called? How can we keep hedgehogs safe?		
ICT/Computing Continuous provision examples: classroom IWB, iPads, desktop and beebots.	Use technology and digital content to play and learn Microphones, ipads, listening to noises buttons make		Microphones, iPad available for children to record themselves telling story.		Taking photos Paint program on the interactive whiteboard or tablet for children to draw farm pictures. Selection of farm animal soft toys or small world toys hidden around the setting. Provide the children with a digital camera or tablet to take photos of the animals. Bee bots to navigate to the animals	Barefoot resources - (Algorithm) Use local maps and discuss occupations and partner work to direct instructions to deliver/drive to shops. Making patterns on emergency service cars . Use microphones to sing songs into. Use mobile phones to call for help- copying the number on the cards. Paint/drawing program on IWB or computer for children to sequence a story or draw a picture Discussions on safety

Expressive Art and Design Experiences	Self portraits Use shapes/foods to represent objects to make faces. Allow children to develop their own ideas.	Mechanisms -flap Make a Christmas card Leaf printing with autumn colours	Bug hotels Make props to use in their play using different materials. Finger paint caterpillars Join techniques Chinese lanterns	Cooking and Nutrition Baking bread Explore colour and colour mixing with icing sugar. Or skittles and wet kitchen roll Clay minibeasts	Pirate ship Large scale junk modelling, blocks, bricks etc Made pirate biscuits Chocolate banana boats	Colour collage, focus on colours and sorting relating to people who help us occupation
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