



## Red Class Long Term Planning Cycle B

|                | Autumn 1<br>Big idea<br>Here we go!<br>In the woods.   | Autumn 2<br>Big idea<br>How do you like to travel?   | Spring 1<br>Big ideas<br>Passports please!  | Spring 2<br>Big idea<br>Traditional Tales  | Summer 1<br>Big idea<br>The circle of life.   | Summer 2<br>Big idea<br>In the air<br>Flying and birds                                     |
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| <b>Topic</b>   | Autumn habitats, seasons, animals which hibernate<br>The Bog Baby<br>The Mitten<br>Owl babies<br>Leaf man<br>We're going on a leaf hunt<br>Stanleys stick,<br>Hibernation station<br>The visitors<br>Here we are | Transport-Winter-Christmas/journeys – materials<br><br>Naughty Bus<br>Major Glad and Major Dizzy<br>The Hundred Decker bus | China study, new year, Pandas,<br>Food<br>my body<br><br>The Lost Panda<br>The only lonely panda<br>Chinese new year – the great race, (Make into a write stuff unit) The willow pattern<br>Please Mr Panda<br>Cleversticks<br>The magic paintbrush<br>The willow pattern plot<br>ORT | Traditional tales bears<br>Goldilocks...<br>Animals – human – animal groups inc carnivore, herb, animals   | Ducklings Life cycles<br>Minibeasts – butterflies and ladybirds and bees.<br>Plants<br>Darwin – Whats it like to be an explorer? The lonely Beast, The Great Explorer by Chris Judge (same author)        | Local area – birds eye view<br>Changes in the environment                                  |
| <b>English</b> | Stories with familiar settings.<br>Poems.- hibernation station rhyming text.<br>Zim Zam Zoom Jim Carter (see plan) The sound collector.  | Stories with familiar settings. Poems.<br>Naughty Bus calligrams<br>The Write Stuff – The Train Ride                       | Stories with predictable phrasing Different cultures,<br>The Write Stuff – The Great Race.<br>Poetry - acrostic   | Traditional tales<br>Bear Tales<br>The alternative by the same author. – Jan Fearnley Mr Wolf and the Three Bears, Enormous Turnip, Pancakes.<br>The Write Stuff – Little Red Riding hood. | Stories with predictable phrasing<br>Traditonal tales<br>Same author – Chris Judge<br>Poetry Blue balloons and rabbit ears (see plan)<br>Villainous verses rhyming<br>The Write Stuff – The Ugly duckling | Stories with predictable phrasing<br>The Write stuff – For the birds                       |
| <b>English</b> | Write sentences to retell story events.  | Recount based on personal exp.   | Write sentences using patterned language words and phrases taken from familiar settings.  | Write a retelling of a traditional story.<br>Instructions  | Write a retelling of a traditional story.   | Explanations – Draw pictures to illustrate a simple process and prepare simple sentences.. |



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|  | Labels, captions, lists – make animals in loose parts and label.<br>Label the ...<br>Write sentences using patterned language words and phrases taken from familiar settings. We're goin on a leaf hunt retell.  |  | Report writing simple non chron report with a series of sentences to describe.  | Following a practical experience from a simple task.  | A simple non chron report with a series of sentences of sentences to describe.   |   |
| <b>Poetry</b>  | Learn poems<br>Repeated refrains   | Rhymes at the end of a line.   |   |   | Poems – compare.   |   |
| <b>SPaG</b>  | SPaG Full stops, capital letters, pronoun I<br>Spaces<br>Sentence<br>Question words – who, what where, when<br>Sentence structure - Lists (vertically)<br>Labels<br>Captions<br>Titles<br><br>Features of a non fiction text – contents, index<br>Knowing the difference between non fiction and fiction | Singular, plural noun<br>Captions<br>Regular plural/ noun suffixes s/es<br>Repetition eg. these __ are heavy, they are really heavy<br>Positive describing words, eg wonderful, amazing, positive feelings –happy, excited | Exclamation marks,<br>Capital letters, names, places<br>Join clauses together using and<br>Verb suffixes with no change to root word<br>Helps, helping, helped, helper<br>-ing, ed, er, est suffixes<br>Exclamations and phrases eg. Yippee!<br>Time adverbials eg. Later, after, finally<br>Features of a non fiction text | Join clauses and/ because<br>Lists and commas<br>Prefix un-<br>Changes meaning of verbs/ adjectives eg. unkind, untie<br>Dialogue, speech bubbles, speech marks, commas,<br>Alternatives to said<br>Positive replies eg. yes please, I would love to, what a great idea | Spelling days of the week<br>Joining clauses with but<br>Starting sentences in different ways eg. Let me tell you... Did you know?<br>Adverbs adding ly.<br>Features of a non fiction text –glossary, index<br>Sound words eg. rustling, sizzling,<br>Onomatopoeia, alliteration | Prepositions<br>Past tense verbs hopped, skipped, ran, sprinted |
| <b>Handwriting</b><br>EYFS – patterns and linked to phonemes in phonics. |  |  |   |   |  |   |



| Events  | Woods visit  |  | Super market  |  | Chris bee keeper   |   |
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| <b>Science</b><br><br><b>Seasonal change throughout the year.</b> | Woodland Habitats – owl babies – where do they live? When do they sleep?<br><br>Seasons – observations about the weather, plants, our activities, what we wear.                                  | Materials, transport<br><br>Floating and sinking   | Animals – human – animal groups inc carnivore, herb, animals  | Seasons<br>Weather station   | Ducklings/animals Life cycles<br><br>Plants                  | What is in the sky?<br>Weather, clouds – what is in the sky?<br>Seasons       |
| <b>Geography</b>  | Block play create maps. – show how to draw birds eye view. Where is the playground and wood related to red class?<br>Orienteering – follow the coloured spots to find things in the environment. | Block play create maps. – show how to draw birds eye view add a key.<br>Which transport goes past school?<br>Orienteering -            | Recreate a map in blocks from a simplified map. Add a key.<br>Continents seas<br>Great wall of china - construction | Ditto, London, China, zoo, Make a 3D map of how to get through the woods to the 3 bears cottage. | Real maps, compass symbols<br>polar equator                  | Local area – UK countries and seas and capitals, London, Barrington on a map. |
| <b>History</b>  | Black History month<br>Rosa Parks,<br>Own history – Days of the week, months and seasons<br>Order photos of school - dates   | Interpretation – Diff between fact and fiction<br>Chronology – artefacts, objects, Use of dates<br>artefacts wheeled toys<br>Transport | Sequence own events   | Language related to days and months recap.   | Darwin intro dates<br>Chronology – artefacts, objects,       | Local pictures, sequence photographs.<br>Chronology – artefacts, objects,     |
| <b>Art</b>  | Charcoal animals<br>Famous artists using natural materials to draw/sculpt. Andy Goldsworthy, James Brunt.  | Printing using wheels. Draw different wheels.  | Chinese style paintings – willow pattern  | Easter, Mother's day   | Paul Klee animals<br>Camouflage techniques.<br>Animal prints | The elements - Earth, Fire, Water, Air – artists - sculpture                  |
| <b>DT</b>   | Food prep<br>Make loose part animals and label them.   | Wheeled vehicles, Y1 axels, EYFS split pin<br>Make soap to sell (PSHCE- financial capability)  | Food<br>Chinese dragons/puppets   | Sliders and levers moving Goldilocks towards the cottage.  | Make animals with moving limbs.                              | Collabrative sewing of trees. Children to sew individual leaves.              |



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|           |  |  | Cooking and prep,<br>Chinese new year.<br>Lucky money packets.<br>Chinese dragons,,<br>lanterns, Kapla Chinese<br>pergola.   | Use loose parts to make a<br>spring picture.  |  | Weaving willow, large<br>structures. (inspiration<br>day)   |
| RE        | Harvest –Why do we<br>celebrate Harvest?   | How and why do people<br>celebrate Birthdays?  | What makes a place<br>special?<br>What makes places<br>special for Christians and<br>Muslims?  | UC Salvation: F3 Why do<br>Christians put a cross in an<br>Easter garden?                               | What messages did Jesus<br>give to Christians?   | Hinduism<br>What do Hindu stories<br>from teach us?   |
| Computing | Intro to Algorithms<br>Create digital content –<br>autumn face – dragging.<br>Chatter pix leaf man<br>telling a story.<br>Children take photographs<br>in forest school.<br>Computing skills – turn<br>chrome book on and off,<br>log in and out. Launch<br>word and type letters and<br>numbers, use delete, back<br>space and space bar. | Simple algorithms.<br>Make a naughty bus film<br>E safety<br>Technology around us –<br>traffic lights, vehicles, toys<br>we can manipulate.<br>Computing skills -<br>Manipulate digital content –<br>changing text – size, colour<br>and font. Save work and<br>then retrieve. | Directional algorithms.<br>Computing skills – Input<br>writing then retrieve<br>and edit – use bold, italic<br>and underline.<br>Paint – create a shape<br>and fill. Change brush<br>width and colour. | Antroid<br>E safety<br>Retrieve and change text<br>and add a picture                                    | Drawing with algorithms.<br>Chatterpix animal story<br>telling.<br>Use paint to create an<br>animal. Save, retrieve and<br>edit and add text.                | Working with scratch.<br>Bird/Barrington poster<br>using refined computer<br>skills.                      |
| Music     | Natural sounds in the<br>environment, Sounds<br>using the voice.<br>Exploring rhythm and<br>percussion<br>- Listen and respond to a<br>range of music, what do<br>you like to listen to, what<br>do your friends like to   | Traffic sounds<br>Nativity performance.<br>Choosing instruments for<br>the performance songs.  | Chinese music<br>Add a score to a story.<br>Introduce musical<br>notation. Follow the<br>pattern drum triangle<br>drum triangle. Have<br>pictures and follow the<br>symbols.                           | Children to develop<br>symbols and play more<br>complicated patterns<br>using instruments in a<br>pair. | Children to develop symbols<br>and play more complicated<br>patterns using instruments<br>in a small group. Start to<br>record how loud or note<br>duration. | Handels water music<br><br>Develop developing<br>notation and children<br>performing own<br>compositions. |



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|              | listen to? -Recap names of instruments<br>Keeping the beat to a song. Follow the teachers instructions picking up and playing instruments. Loud and quiet, long and short sounds.           |  |  |  |  |  |
| <b>PSHCE</b> | <p>EYFS Myself and my relationships 1<br/>Beginning and belonging</p> <p>EYFS Myself and my relationships 3<br/>My emotions</p> <p>Myself and my relationships 5<br/>Me and my emotions</p> | <p>EYFS Myself and my relationships 2<br/>Family and friends</p> <p>Y1 Citizenship 5<br/>Rules Rights and Responsibilities</p> | <p>EYFS Healthier and Safer Lifestyles 2</p> <p>EYFS Keeping Safe Healthier and Safer Lifestyles 3<br/>Healthy Lifestyles – during Health Week</p> <p>Y1 Healthy and Safer Lifestyles 8<br/>Drug education</p> | Y1 Economic Well being 1<br>Financial Capability | <p>Y1 Citizenship 1 &amp; 2<br/>Identities and Diversity; Me and my world</p> <p>EYFS Healthier and Safer Lifestyles 1<br/>My body and growing up</p> <p>Y1 Healthier and Safer Lifestyles 9<br/>Personal Safety</p> | <p>Y1 Healthy and Safer Lifestyles 10<br/>sex and relationship education</p> <p>Y1 myself and my relationships – Managing change<br/>also anti bullying week</p> |