

Burnhope Primary School Long Term Planning

Planning Cycle A

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		Autumn				Spring				Summer			
English	Word Reading And Writing	Phonic programme: Ruth Miskin's RWInc.											
	Ruth Miskin's Talk Through Stories	A Little Bit Brave Scarecrows' Wedding	Room on the Broom Stick Man	Lost and Found Slow Samson	Click Clack Moo Handa's Hen	Cotton Wool Colin The Extraordinary Gardener	Rainbow Fish Billy's Bucket						
Half Termly Theme (Possible topics/ lines of enquiry)		Marvellous Me! Starting School Ourselves- how have we changed since babies? My Body What am I good at? My family Being Kind People Who Help Us 1:2 Harvest	Let's Celebrate! People Who Help Us 1:2 Autumn Halloween Diwali Bonfire Night Remembrance Day Christmas around the world How do we celebrate the birth of Jesus?	Around the World Winter Polar regions Contrasting Climates Hibernation Where do you live? Customs around the world Chinese New Year Valentines Day What foods do they eat in other countries?	New Life Farm Healthy Eating Animal patterns Habitats Easter Mother's Day- human mothers and animal mothers	Come Outside! Minibeasts Seeds- where do they come from? Flowers- how do plants grow well? Life Cycles of Butterflies Weather/ Clothes for the Weather	Fun at the Seaside What will we find at the Seaside? Pirates Under the Sea Environment- Pollution/ Recycling Father's Day						
Key Events and Experiences		Transition Sharing photos from home Police Visit What do I want to be when I grow up- video? Harvest Celebration	Visits from Key Workers- School Nurse Autumn Trail Visit St. John's Church Anti-Bullying Week Nativity Performance	Winter Walk Exploring Ice Valentines Day Pancake Day Chinese New Year Food tasting – different cultures Emperor Penguins Investigation	Easter Egg Hunt Farm Trip Observing chicks hatch Mother's Day crafts	Observe Butterfly Lifecycle Butterfly World Visit Grow Cress Make healthy lunch- Salad	Beach Day Pirate Fun Day! World Environment Day Family Picnic Father's Day crafts Sport's Day						
Role Play Area Possibilities		Home Corner	Hospital Santa's Workshop	Igloo Home Corner- Enhanced	Farm Shop Dentist	Florist Shop	Travel Agents						
Mathematics NCETM and White Rose		Getting to Know You	Just Like Me!	It's me 1,2,3!	Light and Dark	Alive in 5!	Growing 6,7 8	Building 9 and 10	Consolidation	To 20 and beyond	First, then and now	Find my Pattern	On the Move
Understanding the World		Past and Present Who is in my family? Commenting on photos of their family – naming who	Past and Present Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their	Past and Present Roles of different jobs around us.	Past and Present Roles of different jobs around us.	Past and Present Talk about the lives of the people around them and their roles in society.	Past and Present Exploring the seaside now and in the past. Know some similarities and differences between						

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	<p>they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family (e.g. daily News Time). Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school- friends, uniform, community Their past and their life as a baby.</p> <p>People, Culture and Communities Describing their environment around them- both indoors and out. Exploring what makes a family. The varying members of a family unit.</p> <p>The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>families during Christmas’ in the past- do you have any family traditions? Show photos of how Christmas used to be celebrated in the past. Use the Jolly Postman (or visit our own post office) to draw information from a map and begin to understand why maps are so important to postmen .</p> <p>People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. Use world maps to show children where some stories are based. Can they locate their home on google maps?- link to maps and postman. Roles of different jobs around us. What jobs do our family members do? Role-play – hospital.</p> <p>The Natural World Exploring light and dark. How can we see in the dark? Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p>What jobs do our family members do? Role-play – hospital</p> <p>People, Culture and Communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day, Easter, Mother’s Day</p> <p>Describing their local environment and a contrasting country. What are the similarities and differences? Exploring Polar Regions</p> <p>The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non-fiction arctic environment and animals. Comparing the Arctic to their local environment.</p>	<p>What jobs do our family members do? Role-play – Farm Shop.</p> <p>People, Culture and Communities Significant cultural events: Pancake Day, Easter, Mother’s Day</p> <p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>People, Culture and Communities Describing their local habitat and in a contrasting country. What are the similarities and differences?</p> <p>The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Introduce the children to recycling and how it can</p>
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						take care of our world. Look at what rubbish can do to our environment and animals.
Physical Education	Basic Movement Skills	Gymnastics	Dance	Football	OAA	Athletics
PSED/RHE/SMSC	<p>New Beginnings</p> <p>See themselves as a valuable individual. Class Rules and staying safe Rules and Routines Supporting children to build relationships Dreams and Goals Manage their own personal hygiene</p>	<p>Getting on and falling out.</p> <p>How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Anti-Bullying Week</p>	<p>Being me in my world</p> <p>Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Relationships: What makes a good friend?</p> <p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Healthy me</p> <p>Looking after others. Friendships. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Look how far I've come!</p> <p>Looking after our planet. Taking part in sports day.- winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 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. Show sensitivity to their own and to others' needs.</p>
C&L	<p>Welcome to EYFS</p> <p>Settling in activities Embedding Plan-Do-Review Feelings jars</p>	<p>Tell me a story!</p> <p>Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories</p>	<p>Tell me why!</p> <p>Using language well Ask's how and why questions Discovering Passions Retell a story with story language</p>	<p>Talk it through!</p> <p>Describe events in detail – time connectives Discovering Passions Understand how to listen</p>	<p>What happened?</p> <p>Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening</p>	<p>Time to share!</p> <p>Show and tell Weekend news Discovering Passions Read aloud books and news stories to children that will extend their</p>

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	<p>Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Sharing facts about me! Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Story language Listening and responding to stories Following instructions Taking part in discussion Understanding how to listen carefully and why listening is important. Using new vocabulary through the day. Choosing books that will develop their vocabulary Learn rhymes, poems and songs- nativity and Christmas songs</p>	<p>Story invention (e.g. in small world) Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Use picture cues to talk about their day (visual timetable) Sustained focus when listening to a story</p>	<p>in each illustration and relate it to their own lives. Children begin to retell known stories and invent own stories.</p>	<p>knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
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<p>Expressive Art and Design</p>	<p>Creating with Materials: Self-portraits- Picasso Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures. Share their creations, explaining the process they have used.</p> <p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play</p>	<p>Creating with Materials: Linking colours to festivals e.g. Firework pictures. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas.</p> <p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)</p>	<p>Creating with Materials: Winter pictures and scenes. Chinese New Year – lanterns</p> <p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Winter songs and poems. Role-play – the arctic/ Igloo. Small world - arctic explorer. Chinese New Year songs.</p>	<p>Creating with Materials: Farm pictures Animal patterns</p> <p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – Farm Shop. Small world play – farmyards</p>	<p>Creating with Materials: Healthy Eating collages. Spring pictures using a range of natural materials. Flower artwork</p> <p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – florist</p>	<p>Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Seaside/Sea songs. Role-play – travel agents. Small World- under the sea.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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	<p>Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family (e.g. daily News Time). Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school- friends, uniform, community Their past and their life as a baby.</p> <p>People, Culture and Communities Describing their environment around them- both indoors and out. Exploring what makes a family. The varying members of a family unit.</p> <p>The Natural World Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas’ in the past- do you have any family traditions? Show photos of how Christmas used to be celebrated in the past. Use the Jolly Postman (or visit our own post office) to draw information from a map and begin to understand why maps are so important to postmen .</p> <p>People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali. Use world maps to show children where some stories are based. Can they locate their home on google maps?- link to maps and postman. Roles of different jobs around us. What jobs do our family members do? Role-play – hospital.</p> <p>The Natural World Exploring light and dark. How can we see in the dark? Nocturnal animals –</p>	<p>Roles of different jobs around us. What jobs do our family members do? Role-play – hospital</p> <p>People, Culture and Communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day, Easter, Mother’s Day</p> <p>Describing their local environment and a contrasting country. What are the similarities and differences? Exploring Polar Regions</p> <p>The Natural World Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. Non-fiction arctic environment and animals. Comparing the Arctic to their local environment.</p>	<p>Roles of different jobs around us. What jobs do our family members do? Role-play – Farm Shop.</p> <p>People, Culture and Communities Significant cultural events: Pancake Day, Easter, Mother’s Day</p> <p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>People, Culture and Communities Describing their local habitat and in a contrasting country. What are the similarities and differences?</p> <p>The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Exploring the seaside now and in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>The Natural World Seasons – Spring – differences and changes over time – weather, animals and plants.</p>
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		making sense of habitats. Which animals are nocturnal?				Exploring the differences between land and water. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.
Physical Education ipep	Beanbag Skills (Invasion)	Gymnastics (Jumping and balancing)	Bats and Balls at the Circus (Net games)	Fun games with Friends (Outdoor Adventure)	Turn Taking on Holidays (Strike and Field)	Fun with Quoits and Cones (Athletics)
PSED/RHE/SMSC	<p>New Beginnings See themselves as a valuable individual. Class Rules and staying safe Rules and Routines Supporting children to build relationships Dreams and Goals Manage their own personal hygiene</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Anti-Bullying Week</p>	<p>Being me in my world Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Relationships: What makes a good friend? Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Healthy me Looking after others. Friendships. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Look how far I've come! Looking after our planet. Taking part in sports day.- winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 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. Show sensitivity to their own and to others' needs.</p>

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<p style="text-align: center;">C&L</p>	<p>Welcome to EYFS Settling in activities Embedding Plan-Do-Review Feelings jars Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Sharing facts about me! Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Taking part in discussion Understanding how to listen carefully and why listening is important. Using new vocabulary through the day. Choosing books that will develop their vocabulary Learn rhymes, poems and songs- nativity and Christmas songs</p>	<p>Tell me why! Using language well Ask's how and why questions Discovering Passions Retell a story with story language Story invention (e.g. in small world) Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Use picture cues to talk about their day (visual timetable) Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Children begin to retell known stories and invent own stories.</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books and news stories to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
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