

Development Matters Long Term Planning 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superhumans	The Wonderful World of Books (Rhyme and Traditional Tales)	What a load of Rubbish!	Let's go... The World/Journey Books	How does your garden grow? Conditions for growth -taking care of plants	What would happen if? Exploration and Observation – the natural world/How things work
Class Text	Rosie's Walk	We're going on a Bear Hunt	Each peach pear plum	Shhhh	Jaspers Beanstalk	The Hungry Caterpillar
"50 Things To Do"	Mud Pie Climb a tree Meet Emergency Services Visit a forest/wood	Make a magic potion/wand Be in a production Cook a healthy meal Cross a Road	Den Building Play in snow/puddles	Hunt in the wild	Hatch a chick/butterfly/tad poles Visit a Gallery Participate in Whole School Art Project with an Artist	Cook on an open flame outside
Personal, Social and Emotional Development (PSED)	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings	Know and talk about the different factors that support their overall health and wellbeing: *healthy eating *toothbrushing *being a safe pedestrian (National Road Safety Week)	Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: *sensible amount of screen time	Manage their own needs *Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: *having a good sleep routine	Show resilience and perseverance in the face of challenge.	

	<p>socially and emotionally.</p> <p>Manage their own needs personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>*regular physical activity</p>					
Personal, Social and Emotional Development (PSED) (Early Learning Goals)	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • 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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Building Relationships</p> <ul style="list-style-type: none"> • 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. 					
Physical Development (PD)	<p>Revise and refine the fundamental movement and skills they have already acquired:</p> <p>*rolling</p> <p>*crawling</p> <p>*walking</p>	<p>Progress towards a more fluent style of moving with developing control and grace.</p>	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Develop the foundation of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

	<p>*jumping *running *hopping *skipping *climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>		and outside, alone and in a group.	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the overall body strength, co – ordination, balance and agility needed to engage successfully with future physical disciplines including dance and gymnastics, sports and swimming.</p>		
Physical Development (PD) (Early Learning Goals)	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. 					
Communication and Language	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary.</p>	<p>Engage in story time. Learn rhymes, poems and songs. Use new vocabulary</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things</p>	<p>Engage in non-fiction books.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p>

	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p>	<p>throughout the day.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>		<p>new knowledge and vocabulary.</p>	
<p>Communication and Language (Early Learning Goals)</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • 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 from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
<p>Literacy/ Phonics</p> <p>Following assessments – splitting into groups. High frequency words individually assessed for pots to take home and</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Re-read these books to build up their confidence in word reading, their</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–</p>	<p>Read some letter groups that represent one sound and say sounds for them.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	

class/ group work to aid fluency.		fluency and their understanding and enjoyment	sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Form lower –case and capital letters correctly.	Re-read what they have written to check that it makes sense.	
Literacy (Early Learning Goals)	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 					
Maths (Bold statements taken from	Counts objects, actions and sounds Subitise	Link the number symbol (numeral)	Compare length, weight and capacity.	Automatically recall number bonds for numbers	Count beyond 10.	Doubling Sharing and grouping

White Rose Maths)	Compare numbers Getting to know you Match and sort Compare size, mass and capacity Exploring pattern	with its cardinal number value Explore the composition of numbers to 10 Represent, compare and composition of 1, 2, 3 Represent numbers to 5 Shapes with 4 sides Positional language Time – night and day	Zero Represent, compare and composition of 4 and 5 Making pairs Compare mass and capacity Length and height	0–5 and some to 10. Continue, copy and create repeating patterns. Combining two groups Time 9 and 10 3D shape	Understand the ‘one more than/one less than’ relationship between consecutive numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Adding more Taking away	Even and odd Deepening understanding, patterns and relationships Spatial reasoning visualise and build and mapping consolidation
Maths (Early Learning Goals)	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5 - ELG • Have a deep understanding of number to 10, including the composition of each number - ELG • Verbally count beyond 20, recognising the pattern of the counting system - ELG • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - ELG 					

	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally -ELG 					
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.	Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways.	Describe what they see, hear and feel whilst outside. Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries	Understand the effect of changing seasons on the natural world around them.	
Understanding the World (Early Learning Goals)	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; 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>People Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps 					

	<ul style="list-style-type: none"> • 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>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 					
Expressive Art and Design	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses	Create collaboratively, sharing ideas, resources and skills.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Watch and talk about dance and performance art, expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Expressive Art and Design (Early Learning Goals)	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 					