**Our Lady of Good Counsel Years R - 6 Long Term Plan**

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| Year R | Topic 1 | Topic 2 | Topic 3 | Alternative Faith | Topic 4 | Topic 5 | Topic 6 | Topic 7 | Alternative Faith | Topic 8 | Topic 9 |
| RE | Myself | Welcome | Birthday | Judaism | Celebrating | Gathering | Growing | Good News | A - Islam  B - Hinduism  C - Sikhism | Friends | Our World |

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|  | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| Topic/Theme | People Who Help Us | Seasonal Celebrations | Under the Canopy | Let’s Grow! | Minibeasts | Farming |
| Trips/ In-School Events | Fire Brigade Visit  Walk to postbox | Pantomime  Nativity | Gruffalo trail  Lincolnshire Wildlife Park | Happy Chick Company  Signs of Spring walk | Butterflies  Whisby Nature Reserve | Great Wood Farm (Little Red Hen.) |
| Role Play Area | Home Corner.  ‘People Who Help Us’- post office, firefighter, hospital/doctors and dentist. | Witches kitchen (Room on The Broom.)  Winter wonderland/ Christmas workshop | Weeks 1-3: Woodland and Gruffalo cave  Weeks 4-6: Rainforest | Jack and the Beanstalk.  Beanstalk, castle on a cloud, with Jack, the Giant, the chicken with a golden egg and a harp. | Hungry Caterpillar Shop  Hungry caterpillar café | Little Red Hen Bakery |
| Home Corner | Seasonal / Termly Enhancements | Seasonal / Termly Enhancements | Seasonal / Termly Enhancements | Seasonal / Termly Enhancements | Seasonal / Termly Enhancements | Seasonal / Termly Enhancements |
| Talk for Writing | Talk for Writing Fiction:  ***Goldilocks and The Three Bears*** | Talk for Writing Fiction:  ***Room on the Broom*** | Talk for Writing Fiction:  ***The Gruffalo***  Talk for Writing Non-fiction **Recount**:  ***My Walk Through the Woods*** | Talk for Writing Fiction:  ***Jack and the Beanstalk***  Talk for Writing Non-fiction **Instructions**:  ***How to Grow a Beanstalk*** | Talk for Writing Fiction:  ***The Hungry Caterpillar***  Talk for Writing Non-fiction **Information**:  ***Life Cycle of a Chick*** | Talk for Writing Fiction:  ***Little Red Hen*** |
| Talk for Writing Reading Spine Books | **Shhhh!**  **On the Way Home** | **The Gruffalo**  **Goodnight Moon** | **Owl Babies**  **Six Dinner Sid** | **Rosie’s Walk**  **Handa’s Surprise** | **The Hungry Caterpillar** | **Little Red Hen**  **Farmer Duck** |
| Nursery Rhymes | * Dingle Dangle Scarecrow (Harvest) * Dr Foster Went to Gloucester * Head, Shoulders, Knees and Toes * Happy and You Know It | * Jack and Jill * Twinkle Twinkle Little Star * Humpty Dumpty * The Grand Old Duke of York | * Down in the Jungle * 5 Little Monkeys * The Animal Fair * 5 Little Speckled Frogs * Hop Little Bunnies * I’m a Little Hedgehog | * Mary Mary Quite Contrary * Mulberry Bush * Ring A Ring O’Roses * It’s Raining, It’s Pouring * Rain Rain Go Away * Incy Wincy Spider | * Hickory Dickory Dock * Wee Willy Winkie * Little Jack Horner * Diddle Diddle Dumpling | * Old McDonald * 5 Little Men in a Flying Saucer * The Wheels on the Bus * I’ve Been Working on the Railroad * Row Row Row Your Boat |
| Maths | Settling in and Baselining  Match, sort and compare  Talk about measure and patterns  It’s me 1, 2, 3 | Circles and triangles  1,2,3,4,5  Shapes with 4 sides | Alive in 5  Mass and capacity  Growing 6,7,8 | Length & height  Time  Building 9 & 10  Explore 3D shapes | To 20 and beyond  How many now?  Manipulate, compose and decompose | Sharing and grouping  Visualise, build and map  Make connections  Consolidation |
| Vocabulary | Key family names.  Feelings.  Pronouns.  *Postal work, letter, envelope, stamp, post office, post box, parcel, delivery.*  Firefighter, fire engine, hose, fire, smoke, fire alarm, ladder, siren.  *Doctor, surgery, nurse, medicine, bandage, x-ray, stethoscope, swabs, waiting room, receptionist.*  Dentist, surgery, dental nurse, teeth, toothbrush, toothpaste, mirror, probe, mask, light, braces, filling, sugar, calcium, waiting room, receptionist. | Autumn, winter, celebrations,  Bonfire, fireworks, sparklers.  Diwali, Rangoli, diya lamp, Hindi, festival of lights.  Remembrance Day, Soldiers, battle, poppy, brave.  Christmas, snowman, snowball, reindeer, decorations, pantomime,  traditions, crackers, turkey, Christmas tree, Christmas Presents. Nativity. | Woodlands, owl, hedgehog, mouse, snake, fox, frog, squirrel, badger, deer, spider, butterfly, tree, leaf-leaves, branches, sticks, twigs, logs, beehive, molehill, stream, lake, web, fungi, habitat, den, underground, treetop, log-pile, berries, bark, birds. rainforest, Toucan, boa-constrictor, sloth, macaw (type of parrot), parrot, jaguar. | Bean plant, sunflower, root, shoot, leaf, flower, stem, pod, fruit, growing, living, sunlight, warm, temperature, watering can, seasons, spring, summer, autumn, winter, instructions. Chicken, chick, hen, incubator, hatch, egg, life cycle.  Tall (er/est), short (er/est).  Months.  Weather, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold, temperature.  Vegetables, carrot, cabbage, broccoli, potato, spinach, celery, garlic, onion, leek, mushroom, pepper, parsnip, pumpkin, cauliflower.  apple, orange, banana, grapes, pineapple, strawberry, fruit salad, strawberry plant.  Spring, season, March, April, May, weather, daylight, Easter, frog-spawn, frost, blossom, birds, daffodil, crocus, snowdrop, blue-bell, tulip. | Spring, season, March, April, May, weather, blossom, daffodil, tulip, minibeast, invertebrates, backbone, snail, slug, worm, spider, fly, beetle, earwig, stick insect, ant, caterpillar, butterfly, ladybird, centipede, bee, dragonfly, grasshopper, habitat, microhabitat. | Farming, heavy horses, machinery, tractor, cab, exhaust, wheels, engine, chain harrow, spreader, plough, seed drill, wheat, grain, bread, crops, grind, seeds, flour, knead, dough. |
| Read Write Inc | Establishing routines and activities within RWI lessons.  Learning Set 1 single sounds.  Learning to blend: Word Time 1.1 to 1.3.  Learning to spell using Fred Fingers. | Revising/learning set 1 single sounds. Reading these speedily when ready.  Blending orally.  Learning to blend Word Time 1.1-1.4.  Learning to spell using Fred Fingers.  Introduce special friends if ready. | Revising set 1 single sounds.  Learning set 1 special friends.  Reading words with Special Friends- Word Time 1.5 and  1.6.  Reading Word Time 1.1 to 1.4 words.  Reading 3-sound nonsense words.  Spelling using Fred Fingers.  Ditty Photocopy stories and Hold a Sentence. | Review Set 1 Sounds (reading only).  Read 4/5 sound words in Word Time 1.6 and 1.7.  Read Word Time 1.1 to 1.5.  Read 3/4 sound nonsense words.  Spell using Fred Fingers.  Red ditty story and writing books. | Reading Set 2 Sounds and Phonics Green Words.  Reading Set 1 Phonics Green Words and building speed.  Reading nonsense words.  Spelling using Fred Fingers.  Green story and writing books. | Read Set 2 Sounds and Phonics Green Words.  Read Set 1 Phonics Green Words and build speed.  Read nonsense words.  Spell using Fred Fingers.  Purple story and writing books. |
| Literacy | Baseline.  Rhyming games, songs and rhythms.  Give meaning to marks they make and writes/ recognises own names.  Follows writing patterns.  Beginning to form letter-like shapes. | Enjoys a range of books and uses vocabulary influenced by stories they know.  Hears and says initial sounds, beginning to segment the sounds in simple words and blend them together. | Links sounds to letters, recognising and sounding letters of the alphabet.  Uses clearly identifiable lower case letters to communicate meaning.  Writes labels, captions. | Writes short sentences in meaningful context. Reads words and short sentences.  Use and understand recently introduced vocabulary in a range of situations.  Reads common irregular words.  Anticipate key events in stories. | Read and show understanding of simple sentences.  Reads and writes common irregular words.  Write simple sentences that can be read by self and others, using capital letters and full stops.  Re-read what they have written to check that it makes sense. | Shows understanding of what they have read and of what has been read to them.  Words are spelt correctly or are phonetically plausible.  Writes a narrative with beginning, middle and end, following a model.  Form lower-case and capital letters correctly. |
| Communication and Language | Baseline. Concentration games to support sitting and listening.  Maintain attention and concentrate during story times and short carpet sessions.  ‘Word of the Day’ to boost vocabulary.  Talk about ourselves and the adults in our room.  Develop social phrases- “Good morning, how are you?”  Engage in story times. | Listen and respond to others – talking partners during carpet sessions.  Follow instructions, build up key word instructions and instruction carrying words.  Use talk to work out problems and organise thinking and activities- decorating the classroom for Christmas, deciding on gift and card ideas.  Perform together in the Nativity. | Develop concentration span – longer time on the carpet, group work during CI learning.  Remembering and recalling important events in some detail – discussing holidays, explaining own knowledge and sticking to main theme/intention.  Ask questions to find out more and to check that they understand what has been said to them. | Respond to others; ideas in small group, class and one-to-one discussions and in conversations.  Make comments about what they have heard and ask questions to clarify their understanding.  Discuss key events in stories and recall information accurately. Build familiarity and understanding of these stories (TfW).  Use recently introduced vocabulary in imaginative play to act out stories and develop a narrative. | Answer ‘how’ and ‘why’ questions accurately.  Show an awareness of listeners' needs when speaking.  Express ideas and feelings about experiences using full sentences.  Make use of a range of conjunctions with modelling and support from the teacher. | Use talk to explain how things work- vehicles.  Use recently introduced vocabulary to offer own ideas in discussions and when giving explanations of why things might happen.  Use past, present and future forms accurately when talking about events that have happened or will happen in the future – link to moving up to Year 1 and the year they have had in Reception. |
| Expressive Art and Design | Baseline.  Explore art stations and role play areas.  Home corner to imitate real life situations, including ‘People who Help Us’.  Basic printing/ painting/ mark making in different materials.  Model colour-mixing for different reasons/effects.  Introduce ‘Proud Wall’ display and encourage children to show off their best art work there. | Explore sounds of different instruments and ways of moving.  Express ideas using dance, movement and music.  Play alongside other children and begin to introduce a storyline into play. | Create pictures using different materials and textures.  Build on previously-built skills and ideas, refining and developing presentation.  Select their own resources to join and assemble materials they are using.  Plays cooperatively as part of a group. | Real life drawings – control pencil/paintbrush and use simple techniques and tools competently.  Share creations, explaining the processes that they have used.  Make use of props and materials when role-playing characters in narratives and stories. | Experiment with ways to change music, dances and songs.  Use a variety of materials to create models.  Paintings become more detailed and create pictures/models with a purpose in mind. | Selects, plans and creates something in an original way.  Is able to explain what they have done and make changes where necessary. |
| Art & Craft Performance/ Outcome | * Self-portraits and family pictures. * The worry monster sensory bottles & painting * ‘My family’ crafts | * Bonfire Night crafts. * Room on a broom potion and crafts. * Christmas Performance * Christmas cards * Christmas classroom decorations * Diwali dance, rangoli patterns & diya lamps * Remembrance Day- Poppy art and poppy stones * Leaf hunt paintings | * Gruffalo crafts * Star light catchers * Mixing primary colours to create secondary colours. * Parrot painting. * Woodland colouring & habitat cut and stick * Action songs - walking in the forest / jungle * Memory frames with mirror - I am unique | * Bean plant mixed media diagrams. * Painting sunflowers. * Fire-fighter poster * Worry Monster * Mother’s Day cards * Mother’s day song * Chick assembly * Vegetable printing * Easter cards and craft * Make a vegetable pizza * Make a fruit salad * Fruit stencils * Painting spring flowers | * Seasonal drawings of trees * Honeycomb artwork * Mini-beast clap to the beat (add percussion) * Natural material insect art * Butterfly suncatcher * Butteryfly symmetry art | * Junk-modelling tractors * Father’s Day cards and crafts, Junk-modelling tractors * Little Red Hen crafts * Paper cup farm animals |
| Understanding the World | **People Who Help Us**  Families and occupations | **Seasonal Celebrations** | **Under the Canopy**  Comparing a woodland habitat with a rainforest habitat | **Let’s Grow**  Spring changes, life-cycles, plants, fruits and vegetables  Chicks | **Minibeasts**  Classification of Insects  About insects – ants, caterpillars & butterflies, bees.  Life Cycles. | **Farming**  comparing modern farming to old fashioned methods. |
| Physical Development | Introduction to PE  Fundamentals Unit 1  Use a range of small tools effectively, including scissors, paint brushes and cutlery.  Hold a pencil effectively in preparation for fluent writing. Practising using the tripod grip. | Introduction to PE Unit  Fundamentals Unit 2  Use a range of small tools effectively, including scissors, paint brushes and cutlery.  Hold a pencil effectively in preparation for fluent writing. Most children will use the tripod grip. | Gymnastics Unit 1  Games Unit 1  Use a range of small tools effectively, including scissors, paint brushes and cutlery.  Hold a pencil effectively in preparation for fluent writing. Most children will use the tripod grip. | Dance Unit 1  Ball skills Unit 1  Use a range of small tools effectively, including scissors, paint brushes and cutlery.  Hold a pencil effectively in preparation for fluent writing. Most children will use the tripod grip. | Dance Unit 2  Gymnastics Unit 2.  Use a range of small tools effectively, including scissors, paint brushes and cutlery.  Hold a pencil effectively in preparation for fluent writing. Most children will use the tripod grip. | Games Unit 2  Ball skills Unit 2  Use a range of small tools effectively, including scissors, paint brushes and cutlery.  Hold a pencil effectively in preparation for fluent writing. Most children will use the tripod grip. |
| RSHE | Handmade with love  I am me | All the feelings  Let’s get real | Role model  Forever friends | My body my rules.  Growing Up  Mother’s day cards.  The Easter story. | People who help us  Feeling poorly  Father’s Day cards | Loving God, loving others  Me, You, Us. |
| **PSED – on-going provision** | To show understanding of the need for safety when tackling new challenges, and consider and manage some risks.  To eat a healthy range of foodstuffs and understand a need for variety in food.  To usually be dry and clean during the day  To practise some appropriate safety measures without direct supervision  To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.  To be aware of the rules/boundaries set and of behavioural expectations in the setting.  To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | | | | | |