




# Daisyfield Primary School – Long Term Plan 2022-24

## Cycle A

### EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Home sweet home	The spirit of Christmas	Animal Crackers	Helping Hands	Once upon a Time	What a wonderful world
British Value Focus 	Democracy	The rule of law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	
Communication and Language	<p>Reception Baseline Assessment</p> <p>Develop listening skills Learn new vocabulary</p> <p>CL explored through story</p> <p>Understand two-part instructions</p> <p>Nursery Rhyme focus</p>	<p>Describe events in detail Talk in well-formed sentences Conversations Learn new vocabulary Understand why questions Express a point of view</p> <p>Story and information books</p> <p>Poem focus</p>	<p>Learn and use new vocabulary</p> <p>Ask questions</p> <p>Describe events and talk in sentences</p> <p>Develop social phrases</p> <p>Non fiction focus</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Learn and use new vocabulary</p> <p>Listen to and talk about stories</p> <p>Non fiction focus</p> <p>Learn and use new vocabulary</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use on conjunctions, with modelling and support from their teacher</p>
PSED	<p>Learn the rules, routine and boundaries</p> <p>Emotions</p> <p>Caring for animals</p>	<p>Feelings and emotions</p> <p>Empathy</p> <p>Find solutions to conflicts and rivalries</p> <p>Develop a sense of responsibility and</p>	<p>See self as a valuable individual</p> <p>Manage own needs</p> <p>Build constructive and respectful relationships</p>	<p>Feelings</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Express feelings and consider the feelings of others</p> <p>Think about the perspective of others</p>	<p>Set and work towards simple goals</p> <p>Able to wait and control immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately</p>	<p>Feelings and empathy</p> <p>Follow instructions involving several ideas or actions</p> <p>Right and wrong</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding</p>


		membership of community		Helping others	Confident to try new activities and show independence, resilience and perseverance in the face of challenge	the importance of healthy food choices
PD <u>PE Passport Unit</u>	<p><u>Space - Fundamental movement skills – stopping, starting, space, beanbags.</u></p> <p>Move safely Control Balance Aim</p> <p>Dressing and undressing Toileting Hand washing Teeth brushing</p> <p>One handed tools and equipment Using a knife and fork</p>	<p><u>Three Little Pigs- Dance</u></p> <p>Locomotive skills Large muscle movements e.g. streamers</p> <p>Pencil control Showing preference for a dominant hand</p> <p>Healthy eating</p>	<p><u>How to Catch a Star/ Elmer Gymnastics</u></p> <p>Strength, balance and coordination Use a range of small tools</p> <p>Develop handwriting</p> <p>Scissor safety</p> <p>Fundamental movement skills</p> <p>Having a good sleep routine</p>	<p><u>Superworm/ Jack and the Beanstalk Games and Fundamental movement skills – chasing games, interacting games, working in pairs, turn taking.</u></p> <p>Balls skills – Throwing, catching, kicking, passing, batting and aiming.</p> <p>Moving to music</p> <p>Sensible amounts of ‘screen time’</p> <p>First Aid</p>	<p><u>Rumble in the Jungle</u> Using equipment – bats and balls, steering the ball with the racket, balance the ball, hoops, tennis.</p> <p>Regular physical activity - Being a safe pedestrian</p> <p>Being healthy – school nurse visit</p>	<p><u>Fundamental Movement Skills - Athletics – FMS, running fast, jumping far, throwing hard.</u></p> <p>Negotiate space and obstacles safely</p> <p>Move energetically</p> <p>Show accuracy and care when drawing</p> <p>Use a range of smalls tools effectively</p>
Literacy	<p>ELS Phonics</p> <p>Reception Baseline Assessment</p> <p>Develop phonological awareness</p> <p>Alliteration and rhyme</p> <p>Early writing and mark making</p> <p>Name writing</p>	<p>ELS Phonics</p> <p>Form upper and lower case letters Spell words using phonic knowledge</p> <p>Develop an understanding of what they have read</p> <p>Conversations about stories</p>	<p>ELS Phonics</p> <p>Write simple phrases and sentences</p> <p>Non fiction books</p> <p>Blending and segmenting</p> <p>Write a list</p>	<p>ELS Phonics</p> <p>Re-read own writing</p> <p>Write simple phrases and sentences</p> <p>Blend words, phrases and sentences when reading</p> <p>Non fiction books</p>	<p>ELS Phonics</p> <p>Demonstrate understanding of what has been read to them</p> <p>Retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories.</p>	<p>ELS Phonics</p> <p>Common exception words</p> <p>Develop fluency in word reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words, simple sentences and books that are consistent with their phonic knowledge, including</p>

	Three Little Pigs				Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Develop fluency in word reading	some common exception words
Maths	<b>Reception Baseline Assessment</b>  <b>Place value and number sense</b> – exploring and securing numbers 1-10. Part, part whole. <b>Rote Counting</b> 1-10. <b>Counting objects</b> – cardinal number, 1:1 correspondence, conservation of number. <b>Comparing 2 sets</b> – more, less, same. <b>Calculating</b> – addition and subtraction using part-part whole. One more/one less. <b>Shape</b> – name and talk about 2D shapes.  <b>Pattern</b>		<b>Days of the week</b>  <b>Counting and comparing</b> <b>Partitioning and part-part whole</b> <b>Understanding teen numbers</b> <b>Distance (length, height, width)</b> <b>Mass/Weight and Capacity/Volume Opportunity to apply knowledge of numbers to 20</b> <b>Shape and sorting</b> <b>Addition and subtraction</b> <b>Halving and doubling</b> <b>Number sense</b>  <b>Pattern</b>		<b>Counting, Comparing and Ordering</b> <b>Understanding Part – Whole, Addition and Subtraction</b> <b>Doubling, halving and sharing</b> <b>Distance (length, height, width), Weight</b> <b>Capacity/Volume and Money</b> <b>Shape and Sorting</b> <b>Time</b> <b>Space/pattern</b> <b>Money and sorting</b> <b>Number sense</b> <b>Addition and subtraction</b>	
UTW  Seasons Weather Celebrations	<b>My House</b> Different kinds of houses Bless this house Wild Animals Homes Unusual Homes Tens, caves and dens Homes from the past – comparing Light and dark	<b>Use senses and body parts to explore the words around us</b>  <b>Animals in other countries e.g. camels in the desert</b>  <b>Melting chocolate – states of matter</b>  <b>Stars in the sky / shiny</b> Celebrations Christmas Diwali	<b>Big and small animals</b> Farm animals Unusual animals Baby animals  <b>Animals from around the world</b>  <b>Similarities and differences</b>  <b>Changes, growth, life cycles</b>	<b>People who help us</b> Local community What do we want to be when we grow up?  <b>Past and present – compare how jobs were done in the past, e.g. doing the washing</b>  <b>Recycling/looking after the environment</b>	<b>Past and present – changes in their lives. Relating to Cinderella</b>  <b>Design and make own crown or wand</b>  <b>Planting</b>  <b>Life cycles</b>	<b>Living Things</b> <b>Pretty Things</b> <b>Big Things</b> <b>Small Things</b> <b>Old Things</b> <b>New Things</b>  <b>Compare habitats</b>  <b>Planting and gardening</b>  <b>Young and old</b>

		Northern Lights				
EAD	<p>Patterns on wallpaper</p> <p>Create 3d models / junk modelling</p> <p>Design a house for a pet</p> <p>Collage</p> <p>Natural and man made materials</p>	<p>Explore instruments and percussion</p> <p>Create animal masks</p> <p>Pattern</p> <p>Cold colours</p>	<p>Observational drawings of animals</p> <p>Different shades/tones</p> <p>Symmetry</p>	<p>Finger prints / printing and stamping</p> <p>Role play – doctors, nurses, firefighters etc</p> <p>Cooking – pizzas</p> <p>Designing for a purpose</p>	<p>Role play – acting out stories</p> <p>Giant construction and 3d modelling/design</p> <p>Story sound board</p> <p>Baking</p>	<p>Materials and fabrics</p> <p>Clay</p> <p>Split pin animals and animals out of pipe cleaners</p> <p>Make bird feeders</p>
RE	<p>EYFS 2 Harvest: Why do people of faith say thank you to God at Harvest time?</p> <p>EYFS 4 Christmas: How do Christians celebrate Jesus birthday?</p> <p>Why do Hindus light candles at Diwali?</p> <p>Hinduism</p>		<p>EYFS 10 Prayer: What is prayer?</p> <p>Islam Judaism</p> <p>EYFS 11 Special Times: How do you celebrate special times?</p> <p>Hinduism Islam</p> <p>EYFS 7 Easter: why do Christians believe that Easter is all about love?</p>		<p>EYFS 9 Special Places: What makes a place Holy? 3 Hours</p> <p>Hinduism Islam</p> <p>EYFS 3 Special People: Why do Christians believe Jesus is special?</p> <p>Founders and Leaders of faith</p> <p>Buddhism Islam</p>	
Computing (Project Evolve)	<p>Managing Online Information</p> <p>Health, Well-being and Lifestyle</p>		<p>Online Bullying</p> <p>Online Relationships</p>		<p>Privacy and Security</p> <p>Self-Image and Identity</p>	
Learning Experiences	<p>Den building with YPS</p> <p>Local walk</p>	<p>Santa's Grotto</p> <p>Church/Cathedral visit</p>	<p>Vet visit/Critters to You</p>	<p>Nurse / police visit</p> <p>Mini First Aid</p>	<p>Bakery visit (Tesco or Asda)</p> <p>Build a house for the dwarves in a wood</p>	<p>Allotment</p> <p>Farm Visit</p>

Daisyfield Primary School – Long Term Plan 2022-24

Cycle B  
EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Family Fortunes <i>Baseline assessments</i>	Come and join the Celebration	Toytown	Over the rainbow	Ticket to ride	If you go down in the woods today
British Value Focus 	Democracy	The rule of law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	
Communicati on and Language	<p>Reception Baseline Assessment</p> <p>Develop listening skills Learn new vocabulary</p> <p>CL explored through story</p> <p>Understand two part instructions</p> <p>Nursery Rhyme focus</p>	<p>Describe events in detail Talk in well formed sentences Conversations Learn new vocabulary Understand why questions Express a point of view</p> <p>Story and information books</p> <p>Poem focus</p>	<p>Learn and use new vocabulary</p> <p>Ask questions</p> <p>Describe events and talk in sentences</p> <p>Develop social phrases</p> <p>Non fiction focus</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Learn and use new vocabulary</p> <p>Listen to and talk about stories</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions Learn and use new vocabulary</p> <p>Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. Learn and use new vocabulary</p> <p>Hold conversation when engaged in back-and-forth exchanges</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use on conjunctions, with modelling and support from their teacher</p>
PSED	<p>Learn the rules, routine and boundaries</p> <p>Learn play skills</p> <p>Who am I?</p> <p>Similarities and Differences</p>	<p>Feelings and emotions</p> <p>Empathy</p> <p>Find solutions to conflicts and rivalries</p> <p>Develop a sense of responsibility and</p>	<p>See self as a valuable individual</p> <p>Manage own needs</p> <p>Build constructive and respectful relationships</p> <p>Favourite toys</p>	<p>Feelings</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Express feelings and consider the feelings of others</p>	<p>Set and work towards simple goals</p> <p>Able to wait and control immediate impulses when appropriate</p> <p>Give focused attention to what the teacher</p>	<p>Feelings and empathy</p> <p>Follow instructions involving several ideas or actions</p> <p>Right and wrong</p> <p>Manage their own basic hygiene and personal needs,</p>

	Belonging Emotions	membership of community	Play games with rules	Think about the perspective of others	says, responding appropriately  Confident to try new activities and show independence, resilience and perseverance in the face of challenge	including dressing, going to the toilet and understanding the importance of healthy food choices
PD <i>Get set PE</i>	Introduction to PE Unit 2  Move safely Control Balance Aim  Dressing and undressing Toileting Hand washing Teeth brushing  One handed tools and equipment Using a knife and fork	Dance Unit 2  Locomotive skills Large muscle movements e.g. streamers  Pencil control Showing preference for a dominant hand  Healthy eating	Gymnastics Unit 2  Strength, balance and coordination Use a range of small tools  Develop handwriting  Scissor safety  Fundamental movement skills  Having a good sleep routine	<u>Fundamental MS Unit 2</u>  <i>Games and Fundamental movement skills – chasing games, interacting games, working in pairs, turn taking.</i>  Balls skills – Throwing, catching, kicking, passing, batting and aiming.  Moving to music  Sensible amounts of ‘screen time’	<u>Ball Skills 2</u>  <i>Using equipment – bats and balls, steering the ball with the racket, balance the ball, hoops, tennis.</i>  Regular physical activity - Being a safe pedestrian  Being healthy – school nurse visit	<u>Games Unit 2</u>  <i>Athletics – FMS, running fast, jumping far, throwing hard.</i>  Negotiate space and obstacles safely  Move energetically  Show accuracy and care when drawing  Use a range of smalls tools effectively
Literacy	ELS Phonics  Reception Baseline Assessment  Develop phonological awareness  Alliteration and rhyme  Early writing and mark making  Name writing	ELS Phonics  Form upper and lower case letters Spell words using phonic knowledge  Develop an understanding of what they have read  Conversations about stories	ELS Phonics  Write simple phrases and sentences  Non fiction books  Blending and segmenting  Write a list	ELS Phonics  Write simple phrases and sentences  Re-read own writing  Blend words, phrases and sentences when reading	ELS Phonics  Demonstrate understanding of what has been read to them  Retell stories and narratives using their own words and recently introduced vocabulary.  Anticipate key events in stories.	ELS Phonics  Common exception words  Develop fluency in word reading  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words, simple sentences and books that are consistent with their phonic knowledge, including

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Maths	<p><b>Reception Baseline Assessment</b></p> <p><b>Place value and number sense</b> – exploring and securing numbers 1-10. Part, part whole.  <b>Rote Counting</b> 1-10.  <b>Counting objects</b> – cardinal number, 1:1 correspondence, conservation of number.  <b>Comparing 2 sets</b> – more, less, same.  <b>Calculating</b> – addition and subtraction using part-part whole. One more/one less.  <b>Shape</b> – name and talk about 2D shapes.</p> <p><b>Pattern</b></p>		<p><b>Days of the week</b></p> <p><b>Counting and comparing</b>  <b>Partitioning and part-part whole</b>  <b>Understanding teen numbers</b>  <b>Distance (length, height, width)</b>  <b>Mass/Weight and Capacity/Volume Opportunity to apply knowledge of numbers to 20</b>  <b>Shape and sorting</b>  <b>Addition and subtraction</b>  <b>Halving and doubling</b>  <b>Number sense</b></p> <p><b>Pattern</b></p>		<p><b>Counting, Comparing and Ordering</b>  <b>Understanding Part – Whole, Addition and Subtraction</b>  <b>Doubling, halving and sharing</b>  <b>Distance (length, height, width), Weight</b>  <b>Capacity/Volume and Money</b>  <b>Shape and Sorting</b>  <b>Time</b>  <b>Space/pattern</b>  <b>Money and sorting</b>  <b>Number sense</b>  <b>Addition and subtraction</b></p>	
UTW Seasons Weather Celebrations	<p><b>Who's in my Family?</b></p> <p><b>My Pets</b></p> <p><b>Similarities and differences – positive attitudes</b></p> <p><b>Different countries in the world</b></p> <p><b>Explore collections of materials with similar and different properties</b></p>	<p><b>Celebrations – What is a celebration?</b></p> <p><b>Recognise different beliefs and celebrations</b></p> <p><b>Talk about the lives of people around them</b></p> <p><b>Use senses to explore natural materials</b></p> <p><b>Changing seasons</b></p> <p><b>Explore how things work</b></p>	<p><b>Past and present - toys</b></p> <p><b>Forces - toys that move</b></p> <p><b>Toys from different countries around the world, e.g. Russian dolls. Describe similarities and differences.</b></p> <p><b>Famous buildings and structures across the world.</b></p>	<p><b>Understand the key features of the life cycle of a plant and animal</b></p> <p><b>Changing seasons</b></p> <p><b>Understand important processes and changes in the natural world</b></p> <p><b>Past and present – special events</b></p> <p><b>Hot and cold places</b></p>	<p><b>Compare old and new tickets e.g. e-tickets.</b></p> <p><b>Explore wheels and different parts that make vehicles move.</b></p> <p><b>Floating and sinking</b></p> <p><b>Exploring materials – waterproof</b></p> <p><b>Local area – shops, walks, parks, buildings etc</b></p>	<p><b>Materials</b></p> <p><b>Draw information from a simple map.</b></p> <p><b>Trees and plants – explore the natural world.</b></p> <p><b>Growing things – recognise environments that are different to the one they live in. Planting.</b></p>

			Investigate a selection of battery-operated toys. Ask a range of 'how' and 'what' related questions. Explain simply how the battery gives the toy the energy to move, instead of a physical pull or push. Talk about what happens when batteries run out / recycling and highlight safety issues e.g. don't put them in your mouth.	Weather	How has the local area changed over time?  Maps  Bubbles  Holidays and journeys	Woodland creatures – similarities and differences of different countries  Past and present
EAD	Create representations of themselves and people who are special to them.  Take part in pretend play.	Develop manipulation and control  Develop own ideas Join different materials and explore different textures  Watch and talk about dance and performance art	Materials – what materials are the toys made out of? Make own teddies. Explore textures - soft, fluffy, rough, tough, hard, cuddly.  Make own toys that move – split pin toys. Vocab - chug, whoosh, zoom, roll  Make videos of toys  Construct with a purpose in mind	Sing in a group or on their own, increasingly matching the pitch and following the melody  Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups  Colours and colour mixing  Seasonal colours  Materials	Share creations, explaining the process they have used  Role play – transport, places to visit  Junk modelling – 3d vehicles	Move to music / dance  Observational paintings/drawings  Van Gogh – sunflowers – explore, use and refine a variety of artistic effects  Return to and build on previous learning, refine ideas and develop ability to represent them.
RE	EYFS 2 Harvest: Why do people of faith say thank you to God at Harvest time?  EYFS 4 Christmas: How do Christians celebrate Jesus birthday? Why do Hindus light candles at Diwali? Hinduism		EYFS 10 Prayer: What is prayer? Islam Judaism  EYFS 11 Special Times: How do you celebrate special times? Hinduism Islam  EYFS 7 Easter: why do Christians believe that Easter is all about love?		EYFS 9 Special Places: What makes a place Holy? 3 Hours Hinduism Islam  EYFS 3 Special People: Why do Christians believe Jesus is special? Founders and Leaders of faith Buddhism Islam	



Computing (Project Evolve)	Managing Online Information Health, Well-being and Lifestyle		Online Bullying Online Relationships		Privacy and Security Self-Image and Identity	
Learning Experiences	Pet visits. Walk around the local area.	Santa's workshop Trip to the theatre	Little Lancashire Village	Walks in local area to see how it changes	Trip on a train  School nurse – being healthy / dental hygiene	Forest School / Woodland walk