

Long term plan for Design and Technology

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <p>Me, Myself and I Feeding self</p> <p>Beginning to construct for a purpose and talk about what they are making.</p> | <p>Let's Celebrate Making pumpkin soup</p> | <p>Once upon a time Exploring different construction materials to make houses for the three little pigs</p> <p>Healthy food choices.</p> | <p>A Farmers life for me Look where food comes from</p> | <p>On the move Junk Modelling Building for a purpose - vehicles</p> <p>Talk about what they have made and their likes/dislikes.</p> | <p>Motion in the ocean Construct role play items such as tents, houses, habitats for animals with purpose and evaluate</p> |
| Reception | <p>Me, Myself and I Build homes using construction materials, E.g. Lego and crates.</p> | <p>Let's Celebrate Fold and cut paper to make snowflakes.</p> <p>Create a split pin puppet.</p> | <p>Once upon a time Concertina folding to make a character.</p> <p>Fold and roll paper to make a stick for puppets.</p> | <p>A Farmers life for me Make bread.</p> <p>Make egg sandwiches.</p> <p>Discuss healthy eating and where food comes from.</p> | <p>On the move Design and create (from junk) a vehicle.</p> <p>Use a variety of construction resources to create a vehicle.</p> | <p>Motion in the ocean Design and create sea creatures or an underwater scene.</p> |
| Year 1 | <p>Funny bones Structures Playground equipment, Joining and choosing materials - Moving skeleton</p> | <p>Boughton Leigh the place to be Mechanisms Pop up slider on Christmas card</p> | <p>Wonderful weather Food Food making a fruit salad, looking at healthy food choices and where food comes from.</p> | <p>Houses and homes Textiles Materials using a template.</p> <p>3D houses begin to measure to construct.</p> | <p>Water, Water everywhere! Mechanisms Design and make canal lock with lever. Measuring materials and evaluating what worked well.</p> | <p>Town and country Mouse Mechanisms wheels and axles Design a cart/trailer with axle and wheels.</p> |
| Year 2 | <p>Land Ahoy! Structures Stable and strong structures to make an island bridge. Links with STEM and Engineers Isambard Brunel and Emily Roebling.</p> | <p>Pride of place Textiles Focus on joining technique of sewing - Christmas decoration.</p> | <p>Where in the world is Mrs Armitage? Mechanisms Design, make and evaluate a vehicle for Mrs Armitage looking at fixed and moving axles. Measuring components such as chassis and axles to fit, Use of standard units of measure, cm, where possible.</p> | <p>The ugly bug ball Food Planning of healthy food item, understanding nutritional value and then cooking.</p> | <p>Oh!, I do like to be beside the seaside! Mechanisms Construction of 3D lighthouse and winding mechanism. Measurement of the lighthouse and winding mechanism frame and structure will be necessary to construct the correct height for movement from ground to window height. Use of standard units of measure, cm, where possible.</p> | |

Long term plan for Art and Design

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Me, Myself and I Self Portraits | Let's celebrate Painting woodland creatures using different materials (mud painting) Autumn collage | Once upon a time Colour mixing to colour traditional tale characters (three Little pigs, leaves for a beanstalk) Children to show appreciation of each other as artists | It's a Farmers life for me Draw and paint farm animals using lines and shapes Vegetable printing using shape | On the move Designing cars and other vehicles using technology (Busy Things) Junk model making and decorating | Motion in the ocean Make colour choices to paint and colour under the sea landscapes and animals. Salt dough fish |
| Reception | Me, Myself and I Self and family portraits. Drawing facial expressions linked to feelings. Elmer printing with sponges and paint. Create paper plate faces. Elmer collage with a variety of materials and glue. | Let's celebrate Colour mixing to create autumn leaves. Draw firework pictures and add media such as chalk, pastels, glitter. Use cotton buds and paint to create seasonal tree art. Create salt dough Diwa lamps. | Once upon a time Combine materials such as pasta, cotton buds, lolly sticks, art straws to create images. Manipulate playdough to create a character from a story. Explore colour mixing, tools and techniques to create features of a woodland creature. | Farmers life for me Draw features of animals and add colour appropriately. Create paper plate farm animals using a variety of materials. Use cotton buds and paint to create pointillism art Use a simple programme to create an image. | On the move Create art in the style of John Burningham. | Motion in the ocean Create a sea creature. Create an under the sea creature or scene. |
| Year 1 | Funnybones Drawing Based on work of illustrator. Drawing of playground equipment, people and skeletons | Boughton Leigh the place to be Collage Trees - seasonal changes | Wonderful weather Printing African prints. Recreate repeating patterns. | Houses and homes ICT Lowry looking at style of art and giving opinions. Using pencil pastel to draw. Using ICT to create a picture of houses. | Water, Water everywhere! Painting Canal art looking at local artist and creating repeating patterns Painting looking at flowers | Town and country Mouse Sculpture Modelling a clay mouse Using ICT to create a picture. |
| Year 2 | Land Ahoy! Drawing/Painting Island flowers. Painting-tint and tone to change colours. Drawing skills - shade and tone, use of colour. | Pride of place Collage Fire art - Collage techniques. Printing Screen printing - Samuel Pepys face. | Where in the world is Mrs Armitage? Printing/painting/collage Kandinsky, looking at the style of an artist. Painting techniques such as printing. First response to art, art evaluation. | The ugly bug ball Sculpture 3D sculpture of a mini beast. After construction, painting, adding of collage, detail to add feature. | Oh!, I do like to be beside the seaside! ICT/ Sculpture 3D art - use sculpture skills to construct lighthouse. Look at an artist work of lighthouses and use paint programme to represent. | |

Long term plan for History

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Me, Myself and I Name family members. | Let's celebrate I can talk about my memories using the correct tense (home diary). Show photos of their own families during different celebrations, birthdays/weddings. | Once upon a time Talk about their own Christmas news. Compare old and new clothes. | It's a Farmers life for me Compare old and new sweets. Talk about different occupations. | On the move Explore how different vehicles work. | Motion in the ocean Share holiday experiences. Look at then and now and old and new. Using comparative language. |
| Reception | Me, Myself and I Talk about my family. Talk about how birthdays are celebrated. | Let's celebrate Share knowledge and experiences about special times, events and traditions (Christmas, Diwali, Bonfire Night). Talk about how they are celebrated. | Once upon a time Explore old and new toys. Compare and contrast characters from stories. Recognise Chinese New Year as a special event. Learn about Hans Christian Anderson and some of his fairy tales. | It's a Farmers life for me Explore artefacts from the past and compare what was used in farming in the past and what is used today. | On the move Compare old and new transport. Learn about what George Stevenson achieved. | Motion in the ocean Talk about days out or holidays with family and friends. |
| Year 1 | Funnybones Changes from baby to now, timeline, Date of birth, ordering events in their life. Mary Seacole | Boughton Leigh the place to be Comparing schools past and present. | Wonderful weather Significant individuals and their role in history- Scott of the Antarctic compared to Felicity Aston | Houses and homes How homes were lit in the past. Recognising artefacts oil lamp, candle and gas lamps. | Water, Water everywhere! Water in our homes past and present. Washing machines dolly tubs. Significant individuals - John Snow | Town and country Mouse Rugby School -William Webb Ellis |
| Year 2 | Land Ahoy! Significant individuals and their role in history - Captain James Cook. Classroom timeline of key moments in history. | Pride of place Rugby in the past compared to now, changes within living memory. Recount a significant historical event - The Gunpowder Plot. Key features of past events - The Great Fire of London. Significant individuals and their role in history - Samuel Pepys | Where in the world is Mrs Armitage? Significant individual and their role in history - Henry Ford... Time line of his life, research of significant dates. | The ugly bug ball History of discoveries - timeline of when types of mini beasts were first discovered. Scientist of the term - David Attenborough, the history of his life showing significant moments and events. | Oh!, I do like to be beside the seaside! Seaside past and present comparisons. | |

Long term plan for Geography

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Me, Myself and I Discuss home and school. | Let's celebrate Role play with woodland settings. Discuss the weather and changes in the seasons. | Once upon a time Learn that there are other countries in the world. Which country is my family from? | It's a Farmers life for me Where does our food come from? | On the move Introduce world maps. How would we travel to different countries? | Motion in the ocean Discuss the weather each day - compare to holiday destinations. |
| Reception | Me, Myself and I Discuss where we live and the immediate environment (our home and school). Use Google maps to view our school. | Let's celebrate Look at seasonal weather. Autumn walk - become familiar with our outdoor school environment. Identifying patterns in the outdoor area, e.g. patterns on bricks, the grass/trees/plants. Know that there are different countries in the world - Christmas around the world. | Once upon a time Compare woodland environments with our own familiar environment. | It's a Farmers life for me Learn about the features of a farm - describe or create a representation of it. Talk about differences between a farm and own environment. Recognise similarities and differences between life in this country and life in other countries. | On the move Observe, discuss and record what is seen on the way to school. Use Google maps/aerial images to view our school and surrounding grounds. | Motion in the ocean Explore seasonal weather. Compare the natural world around them with an ocean environment. |
| Year 1 | Funnybones Plan of playground. Map route of the skeletons journey using directional language. | Boughton Leigh the place to be Plan of school. Map home to school -Key aerial photos/maps. Address, human physical features places of interest in Rugby. Use of locational language. | Wonderful weather Hot and cold climates Antarctica, Africa. Locate seven continents, equator, and climate zones. Weather chart, seasonal changes and clothing. Extreme weather and dangers. | Houses and homes Field work - Map of local area showing types of houses. | Water, Water everywhere! Locate canal on aerial photo, Physical and human features of locality. | Town and country Mouse Map of UK Main towns Human and physical features of Rugby and countryside, using basic geographical vocabulary. |
| Year 2 | Land Ahoy! Maps - continents/ countries of the UK/location of islands surrounding UK, UK's surrounding seas. Features of an island, using geographical language. Comparison of the Orkney Islands and Cook Islands - looking at food grown, physical/ human and key features. Create a 3D island | Pride of place Maps - UK Capital cities Research and key information about capital cities. | Where in the world is Mrs Armitage? Maps - continents, oceans, Identify and locate the North Pole/South Pole and the Equator - use of secondary sources to finds facts. Identify and locate oceans - use of secondary sources to find facts e.g. largest, smallest. | The ugly bug ball Field work in the local environment. Create a map linked to school environment and habitat for mini beasts. Use and construct basic symbols in a key. | Oh!, I do like to be beside the seaside! Maps - seaside towns, UK's surrounding seas. Physical and human features of seaside towns, using basic geographical vocabulary. | |

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| | and label key features using geographical vocabulary. | | Comparing England and China, looking at key human and physical features. Looking at a small part of the UK (Rugby) and comparing a small part of a non-European country (Tianjin) Looking at key human and physical features. | | |
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Long term plan for Computing

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Me, Myself and I Acquire basic skills in turning on and operating ICT equipment Operate mechanical toys | Let's celebrate Operates simple equipment Show an interest in technological toys | Once upon a time Know that information can be retrieved from computers - guided research | It's a Farmers life for me Know that information can be retrieved from computers - guided research | On the move Show skill in making toys work with knobs and pulleys | Motion in the ocean Begins to select technology for purpose |
| Reception | Me, Myself and I Begin to use basic mouse skills. Discuss own work and think about whether it could be improved. | Let's celebrate Begin to use basic keyboard skills, through typing and games. Look at pattern - computational thinking. Develop skills in combining text and images in programs. | Once upon a time Select and use appropriate painting tools to create and change images on the computer. Understand how this use of ICT differs from using paint and paper. Create an illustration for a particular purpose. | It's a farmers life for me Use sound recording equipment to record sounds. Develop collaboration skills. Talk about and reflect on their use of ICT. Share recordings with class. | On the move Begin to control a programmable toy by inputting a sequence of instructions. Develop and record sequences of instructions as an algorithm. | Motion in the ocean Find and use pictures on the internet. Know what to do if they encounter pictures that cause concern. |
| Year 1 | Funnybones Control programmable toy by inputting a sequence of instructions Develop and record sequences of instructions as an algorithm Program the toy to follow their algorithm Debug their programs Predict how their programs will work. | Boughton Leigh the place to be Develop basic keyboard skills, through typing and formatting text Develop basic mouse skills Use the web to find and select images Develop skills in storing and retrieving files Develop skills in combining text and images. Discuss their work and think about whether it could be improved. | Wonderful Weather Use the web safely to find ideas for an illustration Select and use appropriate painting tools to create and change images on the computer Understand how this use of ICT differs from using paint and paper Create an illustration for a particular purpose Know how to save, retrieve and change their work. Reflect on their work and act on feedback. | Houses and homes Find and use pictures on the web Know what to do if they encounter pictures that cause concern Group images on the basis of a binary (yes/no) question Organise images into more than two groups according to clear rules Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions. | Water, Water everywhere! Use sound recording equipment to record sounds Develop skills in saving and storing sounds on the computer Develop collaboration skills as they work together in a group Talk about and reflect on their use of ICT. Share recordings with class. | Town and country Mouse Break down a process into simple, clear steps, as in an algorithm Use different features of a video camera and capture moving images Develop collaboration skills Discuss their work and think about how it could be improved. |
| Year 2 | Land Ahoy! Develop collaboration skills through working as part of a group Develop research skills through searching for information on the internet Improve note-taking skills through the use of mind mapping Develop presentation skills through creating and delivering a short multimedia presentation | Pride of place Consider the technical and artistic merits of photographs • Use a digital camera or camera app Take digital photographs Review and reject or rate the images they take Edit and enhance their photographs • Select their best images to include in a shared portfolio | Where in the world is Mrs Armatige Understand that email can be used to communicate Develop skills in opening, composing and sending emails Gain skills in opening and listening to audio files on the computer Use appropriate language in emails Develop skills in editing and formatting text in emails • Be aware of online safety issues when using email | The ugly bug ball Describe carefully what happens in computer games Use logical reasoning to make predictions of what a program will do Test these predictions Think critically about computer games and their use Be aware of how to use games safely and in balance with other activities Sort and classify a group of items by answering questions Collect data using tick charts or tally charts Use simple charting software to produce pictograms and other basic charts Take, edit and enhance photographs Record information on a digital map. | Oh!, I do like to be beside the seaside! Have a clear understanding of algorithms as sequences of instructions Convert simple algorithms to programs Predict what a simple program will do Spot and fix (debug) errors in their programs | |

Long term plan for Science

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Me, Myself and I Naming body parts Shows care and concern for living things in the environment | Let's celebrate Naming woodland animals Observe woodland animals. Develop and understanding of death and decay and changes over time. Shows care and concern for living things in the environment | Once upon a time Naming dinosaurs and zoo animals Observe dinosaur and zoo animals. Develop and understanding of death and decay and changes over time. Shows care and concern for living things in the environment | It's a Farmers life for me Naming farm animals Observe farm animals. Shows care and concern for living things in the environment | On the move Talk about why and how things happen Begin to measure length, weight and height to infer outcomes Shows care and concern for living things in the environment | Motion in the ocean Naming animals under the sea Observe animals that live under the sea. Shows care and concern for living things in the environment |
| Reception | Me, Myself and I Record what we can do now that we couldn't do before. | Let's celebrate Autumn walk. Record what can be seen in autumn. Learn about hibernation. Identify patterns in the outside environment. Learn about the weather and seasonal changes - ice cycle. | Once upon a time Learn that some animals are nocturnal. Explore day and night and light and dark. | It's a farmers life for me Develop an understanding of farm animals and their young. Name the things that plants need to grow. Grow plants from seeds. Learn where food comes from. | On the move Investigate floating and sinking. Investigate materials used for different purposes, and begin to suggest why they are used. | Motion in the ocean Learn that some materials can be recycled. Learn how pollution might affect some sea creatures. |
| Year 1 | Funnybones Identify, name and label basic parts of the human body and say which body part is associated with each sense. | Boughton Leigh the place to be Identify and describe the basic structure of a flower and tree. Identify and name a variety of common wild and garden plants. Identify the differences between Deciduous and Evergreen trees. | Wonderful weather Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. | Houses and homes Distinguish between an object and the material from which it is made. Identify, name and describe the simple properties of a variety of everyday materials, Compare and group together a variety of everyday materials on the basis of their simple properties. | Water, Water everywhere! Floating and sinking of different materials Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name carnivores, herbivores and omnivores. | Town and country Mouse Describe and compare the structure of a variety of common animals. Fish, birds, mammals, reptiles and amphibians. Identifying habitats for different animal groups. |
| Year 2 | Land Ahoy! Identify and compare the suitability of a variety of every day materials, | Pride of place Bulb watch - observe and describe how seeds and plants grow into mature plants. | Where in the world is Mrs Armitage? Investigation - How far do different vehicles travel down a ramp? | The ugly bug ball Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different | Oh!, I do like to be beside the seaside! Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different | |

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| | <p>Explore how shapes of solids made materials can be changed by squashing, bending, twisting and stretching.</p> <p>Links to DT, suitability of material to make a 3D bridge.</p> | <p>Investigation - dissolving candy canes in various liquids.</p> | <p>Bulb watch - ongoing.</p> <p>Materials - looking at waterproof.</p> | <p>habitats provide for the basic needs of different kinds of animals and plants and that they depend on each other - school environment.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Notice that animals, including humans have offspring which grows into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance to humans of exercise, eating the right amounts of food and hygiene.</p> | <p>Kinds of animals and plants and that they depend on each other - seaside environment.</p> |
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Long term plan for R.E.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <p>Me, Myself and I Which people are special and why? Learn and discuss who lives in my house? Learn and discuss who are my teachers? Discuss My home, my school, my town.</p> | <p>Let's celebrate Which stories are special and why? Listen to the Christmas story Which places are special and why? Go on virtual tours of religious buildings Learn and talk about Birthdays</p> | <p>Once upon a time Listen to traditional tales from around the world</p> | <p>It's a Farmers life for me Which times are special and why? Learn about Easter</p> | <p>On the move Where do we belong? We belong: To our families To our church To our school To our town Celebrate these places together.</p> | <p>Motion in the ocean What is special about our world and why? Taking care of our environment</p> |
| Reception | <p>Me, Myself and I Discuss which people are special and why? Talk about people who are special to us. Identify some of the qualities of a good friend. Recall and talk about stories of Jesus as a friend to others.</p> | <p>Let's celebrate Which stories are special and why? Elmer (unique); Rama and Sita (Celebrates Diwali, Hinduism); The Christmas story.</p> | <p>Once upon a time Which places are special and why? Chinese New Year. Talk about somewhere that is special to themselves, saying why. Be aware that some religious people have places which have special meaning for them. Identify some significant features of sacred places.</p> | <p>It's a farmer's life for me Which times are special and why? Talk about how we celebrate Easter and birthdays. Recall simple stories connected with Easter.</p> | <p>On the move Where do we belong? Share occasions when things have happened in their lives that made them feel special. Learn that we are part of a family, school, town and local community.</p> | <p>Motion in the ocean What is special about our world and why? Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants. Talk about what people do to affect the world and what we can do to look after it.</p> |
| Year 1 | <p>Funnybones Boughton Leigh the place to be Who is a Christian and what do they believe? Talk about the fact that Christians believe in God and follow the example of Jesus Recognise some Christian symbols and images used to express ideas about God Re-tell a story that shows what Christians might think about God, in words, drama and pictures. Make links between what Jesus taught and what Christians believe and do.</p> | | <p>Wonderful weather Houses and homes What makes some places sacred? Recognise that there are special places where people go to worship, and talk about what people do there. Identify special objects and symbols found in a place where people worship Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe Begin to be aware that some people regularly worship God in different ways and in different places</p> | | <p>Water, Water everywhere! Town and country Mouse What does it mean to belong to a faith community? Talk about what is special and of value about belonging to a group that is important to them Show an awareness that some people belong to different religions Recognise and name some special symbols of belonging from their own experience, for Christians and at least one other religion</p> | |
| Year 2 | <p>Land Ahoy! Pride of place Who is a Muslim and What do they believe? Talk about the fact that Muslims believe in God (Allah) and follow the example of the prophet Muhammad Identify some ways</p> | <p>Where in the world is Mrs Armitage? Who is Jewish and what do they believe? Talk about the fact that Jewish people believe in God</p> | <p>The ugly bug ball What can we learn from sacred books? Talk about some of the stories that are used in religion and why people still read them Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books</p> | <p>Oh!, I do like to be beside the seaside! How should we care for others and the world, and why does it matter? Talk about how religions teach that people are</p> | | |

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| | <p>Muslims mark Ramadan and celebrate Eid-UI-Fitr Re-tell a story about the life of the prophet Muhammad</p> <p>Recognise some objects used by Muslims and suggest why they are important Make links between what the Holy Qur'an says and how Muslims behave How and why do we celebrate special and sacred times?</p> | <p>Recognise that some Jewish people remember God in different ways (mezuzah)</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means</p> <p>Make links between some Jewish teachings and how Jewish people live</p> <p>How and why do we celebrate special and sacred times?</p> | <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>Re-tell stories from the Christian bible and stories from another faith</p> <p>Talk about issues of good and bad and right and wrong arising from the stories</p> | <p>valuable, giving simple examples</p> <p>Recognise that some people believe God created the world and so we should look after it</p> <p>Re-tell bible stories and stories from another faith about caring for others and the world</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>Talk about issues of good and bad, rights and wrong arising from stories</p> |
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Long term plan for P.E.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <p><i>The Birthday Bike Surprise</i> Co-ordination floor movement patterns gallop, hop, step sideways <i>Pirate Pranks</i> Static balance One leg standing balance</p> | <p><i>Journey to the Blue Planet</i> Dynamic balance to agility Jump two feet to two feet <i>Monkey Business</i> Static balance Seated position - no hands or feet</p> | <p><i>Tilly the Train's Big Day</i> Dynamic balance Walk forwards on a line <i>Thembi walks the Tightrope</i> Static balance Small base Balance on a line</p> | <p><i>Clowning Around</i> Co-ordination Ball skills - roll a ball around body while seated <i>Wendy's Water-Ski Challenge</i> Counter balance In pairs seated rock</p> | <p><i>John and Jasmine learn to juggle</i> Co-ordination with equipment Roll a large ball and collect rebound <i>Ringo to the Rescue</i> Agility Reaction/response -Catch a large ball</p> | <p><i>Sammy Squirrel and his Rolling Nuts</i> Agility Collect a rolling ball, facing opposite direction <i>Caspar the Very Clever Cat</i> Static Balance Floor work Mini-front support on knees</p> |
| Reception | <p><i>The Birthday Bike Surprise</i> Co-ordination floor movement patterns gallop, hop, step sideways <i>Pirate Pranks</i> Static balance One leg standing balance</p> | <p><i>Journey to the Blue Planet</i> Dynamic balance to agility Jump two feet to two feet <i>Monkey Business</i> Static balance Seated position - no hands or feet</p> | <p><i>Tilly the Train's Big Day</i> Dynamic balance Walk forwards on a line <i>Thembi walks the Tightrope</i> Static balance Small base Balance on a line</p> | <p><i>Clowning Around</i> Co-ordination Ball skills - roll a ball around body while seated <i>Wendy's Water-Ski Challenge</i> Counter balance In pairs seated rock</p> | <p><i>John and Jasmine learn to juggle</i> Co-ordination with equipment Roll a large ball and collect rebound <i>Ringo to the Rescue</i> Agility Reaction/response -Catch a large ball</p> | <p><i>Sammy Squirrel and his Rolling Nuts</i> Agility Collect a rolling ball, facing opposite direction <i>Caspar the Very Clever Cat</i> Static Balance Floor work Mini-front support on knees</p> |
| Year 1 | <p><i>The Birthday Bike Surprise</i> Co-ordination floor movement patterns side-step, gallop, hop, skip <i>Pirate Pranks</i> Static balance One leg standing Mini-squats</p> | <p><i>Journey to the Blue Planet</i> Dynamic balance to agility Jump two feet to two feet, jump 1/4 turn <i>Monkey Business</i> Static balance Seated position balance and Pick up cone from side</p> | <p><i>Tilly the Train's Big Day</i> Dynamic balance Walk forwards and backwards Knees up to 90° walk <i>Thembi walks the Tightrope</i> Static balance Small base Balance on a line Stand on low beam</p> | <p><i>Clowning Around</i> Co-ordination Ball skills, rolling ball around body while seated <i>Wendy's Water-Ski Challenge</i> Counter balance In pairs, seated rock Standing lean backwards</p> | <p><i>John and Jasmine learn to juggle</i> Co-ordination with equipment Roll a large ball and collect rebound Throw a small ball and collect rebound <i>Ringo to the Rescue</i> Agility Reaction/response Catch a large/small ball</p> | <p><i>Sammy Squirrel and his Rolling Nuts</i> Agility Collect a rolling ball, then bouncing ball facing opposite direction <i>Caspar the Very Clever Cat</i> Static Balance Floor work, mini-front support and mini back support transfer cone</p> |
| Year 2 | <p><i>The Birthday Bike Surprise</i> Co-ordination floor movement patterns hop-scotch, skip <i>Pirate Pranks</i> Static balance One leg standing Mini-squat Squat 90°</p> | <p><i>Journey to the Blue Planet</i> Dynamic balance to agility Jump two feet to two feet, jump 1/4 turn, tuck jump <i>Monkey Business</i> Static balance Seated position Pick up cone from side Dish shape hold</p> | <p><i>Tilly the Train's Big Day</i> Dynamic balance Knees up to 90° walk Heels up walk <i>Thembi walks the Tightrope</i> Static balance Stand on low beam Balance with knee raise</p> | <p><i>Clowning Around</i> Co-ordination Ball skills, rolling ball around body, move ball around leg and waist <i>Wendy's Water-Ski Challenge</i> Counter balance In pairs, standing lean backwards, two hands and one hand</p> | <p><i>John and Jasmine learn to juggle</i> Co-ordination with equipment Throw a small ball and collect rebound Kick ball to partner <i>Ringo to the Rescue</i> Agility Reaction/response Catch a small ball Catch with balance on one leg</p> | <p><i>Sammy Squirrel and his Rolling Nuts</i> Agility From seated, collect a bouncing ball facing opposite direction Chase ball through legs and collect <i>Caspar the Very Clever Cat</i> Static Balance Floor work, mini-front and mini back support transfer cone. Full front support.</p> |

Long term plan for Music

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery/ Reception | <p>Me, Myself and I Me! - explore: growing, homes, colour, toys, how I look</p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Sing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform | <p>Let's celebrate My Stories - explore: using your imagination,</p> <p>Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a Time</p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Sing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform | <p>Once upon a time Everyone! - explore: family, friends, people and music from around the world.</p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Sing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform | <p>It's a farmers life for me Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.</p> <ol style="list-style-type: none"> 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Sing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform | <p>On the move Big Bear Funk - A Transition Unit:</p> <ol style="list-style-type: none"> 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share <ol style="list-style-type: none"> 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share. | <p>Motion in the ocean Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p> |
| Year 1 | <p>Hey You Old School Hip-Hop</p> <p>How pulse, rhythm and pitch work together. Choose an animal and find the pulse. Listen to the rhythm and clap back. Copy back the pitch. Listen and clap back, then listen and clap your own answer (rhythms of words).</p> | <p>Rhythm In The Way We Walk and The Banana Rap Reggae</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>Copy back the rhythm and clap back short rhythmic phrases based on words. Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> | <p>In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>How to be in the groove with different styles of music.</p> <p>Create Rhythms for others to copy. Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> | <p>Round and Round Bossa Nova</p> <p>Pulse, rhythm and pitch in different styles of music.</p> <p>Listen and sing back copying 'La' whilst marching to a steady beat.</p> <p>Take it in turns to improvise using C or C and D.</p> | <p>Your Imagination Pop</p> <p>Using your imagination.</p> <p>Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p> | <p>Reflect, Rewind & Replay Classical</p> <p>The history of music, look back and consolidate learning, learn some of the language of music. Perform a song using imagination they have learnt through the scheme. Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with D moving to E.</p> |

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| <p>Year 2</p> | <p>Hands, Feet, Heart</p> <p>Afropop, South African South African music</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p> | <p>Ho, Ho, Ho</p> <p>A song with rapping and improvising for Christmas Festivals and Christmas</p> <p>Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> | <p>I Wanna Play in a Band</p> <p>Rock</p> <p>Playing together in a Band</p> <p>Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with F moving to G.</p> | <p>Zootime</p> <p>Reggae</p> <p>Reggae and animals</p> <p>Improvise! Take it in turns to improvise using F or F and G</p> | <p>Friendship Song</p> <p>Pop</p> <p>A song about being Friends</p> <p>Sing, Play and Improvise</p> <p>Using voices and xylophones, listen and sing back, then listen and play your own answer using two notes, with C moving to D.</p> | <p>Reflect, Rewind & Replay</p> <p>Classical</p> <p>The history of music, look back and consolidate learning, learn some of the language of music.</p> <p>Improvise! Take it in turns to improvise using C or C and D.</p> |
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Long term plan for PSHE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Me, Myself and I Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Let's celebrate Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself | Once upon a time Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | It's a Farmers life for me Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | On the move Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Motion in the ocean Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Reception | Me, Myself and I Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Let's celebrate Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself | Once upon a time Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | It's a farmers life for me Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | On the move Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Motion in the ocean Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Year 1 | Funnybones Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the learning charter | Boughton Leigh the place to be Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Wonderful weather Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Houses and homes Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness | Water, Water everywhere! Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Town and country Mouse Changing Me Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Year 2 | Land Ahoy! Being Me in My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Pride of place Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity | Where in the world is Mrs Armitage? Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | The ugly bug ball Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Relationships Different types of family Physical contact boundaries | | Oh!, I do like to be beside the seaside! Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness |

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| | | Celebrating difference and remaining friends | | Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Preparing or transition |
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