

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Generosity	Respect / Reverence	Wisdom	Perseverance	Service	Responsibility
Themes	Where do I belong?	Celebrations & Commemorations	Space	Let's Get Growing	Dinosaurs	Safari
Festivals and Events	Harvest (Sept / Oct) Autumn Equinox 22.9.24 Black History Month (Oct)	Diwali 31.10.24 – 1.11.24 Bonfire Night 5.11.24 Remembrance Sunday 10.11.24 Armistice Day 11.11.24 Anti-Bullying Week 11.11.24 - 15.11.24 Advent (Dec) Christmas (Dec)	Epiphany 6.1.25 Candlemas 2.2.25 Chinese New Year 29.1.25 Safer Internet Day 11.2.25 Valentine's Day 14.2.25	Shrove Tuesday 4.3.25 Ash Wednesday 5.3.25 World Book Day 6.3.25 Red Nose Day 21.3.25 Ramadan 28.3.25-30.3.25 Mothering Sunday 30.3.25 Good Friday Easter Sunday	St George's Day 23.4.25 Mayday 5.5.25	Gypsy, Roma, Traveller Month (Jun) Whitsun / Pentecost 8.6.25 Fathers' Day 15.2.25 Summer Solstice 21.6.25
High Quality Texts (Subject to Change)	Beegu by Alexis Deacon Owl Babies by Martin Waddell & Patrick Benson How to Wash a Woolly Mammoth by Michelle Robinson The Three Little Pigs (Traditional)	Fireworks Senses Poem The Gruffalo Autumn and Winter Nature Trail by Julia Donaldson Binny's Diwali by Thrity Umrigar The Jolly Christmas Postman by Janet & Allan Ahlberg Dear Santa by Rod Campbell Harvey Slumfenburger's Christmas Present by John Burningham Nativity Story	Man on the Moon by Simon Bartram Aliens Love Underpants by Claire Freedman & Ben Cort How to Catch a Star by Oliver Jeffers Look Up by Nathan Bryon Bob's Best Friend: The	The Tiny Seed by Eric Carle The Extraordinary Gardner by Sam Boughton Luna Loves Gardening by Joseph Coelho & Fiona Lumbers Jasper's Beanstalk by Nick Butterworth The Enormous Turnip and Jack and the Beanstalk (Traditional) Ten Seeds by Ruth Brown Sam Plants a Sunflower by Kate Petty	Dinosaurs and all that Rubbish by Michael Foreman Harry and the Bucketful of Dinosaurs by Ian Whybrow Dilly Dinosaur, Detective by Tony Bradman Tyrannosaurus Drip by Julia Donaldson Mary Anning Little People; Big Dreams	Handa's Surprise by Eileen Browne Giraffe's Can't Dance by Giles Andreae Bringing the Rain to Kapiti Plain by Verma Aardema Anansi by Gerald McDermott We're Going on a Bear Hunt by Michael Rosen We're Going on a Lion Hunt by David Axtell Tinga Tales

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



<p>Communication and Language</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. <ul style="list-style-type: none"> Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 		
	<p>ELG 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>ELG 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>Personal, Social and Emotional Development</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. <ul style="list-style-type: none"> Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. <ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand gradually how others might be feeling. 		

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	ELG Self-Regulation <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. 		ELG Managing Self <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. 		ELG Building Relationships <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. 	
	YR Jigsaw Being Me in the World	YR Jigsaw Celebrating Differences	YR Jigsaw Dreams and Goals	YR Jigsaw Healthy Me	YR Jigsaw Relationships	YR Jigsaw Changing Me
Physical Development	3 and 4-year-olds will be learning to: <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 					
	ELG Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. 			ELG Fine Motor Skills <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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 		

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	<ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 					
	Get Set 4 PE EYFS Introduction to PE Unit 1	Get Set 4 PE EYFS Fundamentals Unit 1	Get Set 4 PE EYFS Dance Unit 1	Get Set 4 PE EYFS Gymnastics Unit 1	Get Set 4 PE EYFS Ball Skills Unit 1	Get Set 4 PE EYFS Games Unit 1
Literacy	3 and 4-year-olds will be learning to: Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing 					
	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother 		<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 			
	ELG Comprehension <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. 		ELG Word Reading <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. 		ELG Writing <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. 	
Comprehension: Daily Storytime Sharing books with adults Retelling stories through role-play	Comprehension: Daily Storytime Sharing books with adults Retelling stories through role-play	Comprehension: Daily Storytime Sharing books with adults or other children Retelling stories through role-play	Comprehension: Daily Storytime Sharing books with adults or other children Retelling stories through role-play	Comprehension: Daily Storytime Sharing books with adults or other children Retelling stories through role-play	Comprehension: Daily Storytime Sharing books with adults or other children Retelling stories through role-play	

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	Word reading / Phonics: RWI Set 1 (Whole Class)	Word Reading / Phonics: RWI Differentiated Groups	Word Reading / Phonics: RWI Differentiated Groups	Word Reading / Phonics: RWI Differentiated Groups	Word Reading / Phonics: RWI Differentiated Groups	Word Reading / Phonics: RWI Differentiated Groups
	Writing Fine motor- pencil control Mark Making Name writing Listen to stories and retell	Writing Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Writing Letter formation Initial sounds and CVC labels (extend to captions) Sequence and retell stories	Writing Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non fiction and use in different contexts	Writing Captions and sentences Hold a sentence- orally compose Use and understand new vocabulary from stories and poems	Writing Sentences- finger spaces, caps letter, full stops Series of sentences independently Discuss what they know/ have found out Sequence and retell stories Adapt narratives
Mathematics - White Rose - NCETM Mastering Number	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. 					
	White Rose Nursery Comparison 1	White Rose Nursery Counting 2 Subitising 1	White Rose Nursery Subitising 2 Counting 3	White Rose Nursery Counting 4	White Rose Nursery Pattern 4	White Rose Nursery Counting 5 Pattern 6

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	Shape, space and measure 1 Pattern 1 Counting 1	Pattern 2 Shape, space and measure 2	Shape, space and measure 3 Pattern 3	Shape, space and measure 4 Subitising 3 Comparison 2	Shape, space and measure 5 Pattern 5 Subitising 4	Counting 6 Comparison 3
	ELG Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 			ELG Numerical Patterns <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 		
	Mastering Number – Reception Autumn Term Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting 	Mastering Number – Reception Spring Term Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a ‘double’ and connect this to finger patterns sort odd and even numbers according to their ‘shape’ 	Mastering Number – Reception Summer Term Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek 			

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	<p>numbers, seeing that each number is made of one more than the previous number</p> <ul style="list-style-type: none"> • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		
	<p>White Rose Reception</p> <ul style="list-style-type: none"> • Talk about measure and patterns • Circles and triangles • Shapes with 4 sides 	<p>White Rose Reception</p> <ul style="list-style-type: none"> • Mass and capacity • Length, height and time • Explore 3-D shapes 	<p>White Rose Reception</p> <ul style="list-style-type: none"> • Manipulate, compose and decompose (2-D shape) • Visualise, build and map 	
<p>Understanding the World</p>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	<p>ELG 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. 	<p>ELG 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. • Know some similarities and differences between different religious and cultural communities in 	<p>ELG 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 	

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> 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>environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			
	<p>Disciplinary Focus: Human / Social Sciences Focus: Many people call themselves a Christian Disciplinary Focus: Philosophy / Theology Focus: Christians believe in God</p>	<p>Disciplinary Focus: Human / Social Sciences Focus: Christians worship in a church Disciplinary Focus: Theology Christians believe Jesus was God's son CHRISTMAS Focus in December</p>	<p>Disciplinary Focus: Human / Social Sciences / Philosophy Focus: Christianity - Bishop's Mitre Disciplinary Focus: Human / Social Sciences Focus: Judaism - Kippah</p>	<p>Disciplinary Focus: Human / Social Sciences Focus: Islam - Hijab Disciplinary Focus: Human / Social Sciences / Philosophy Focus: Sikhism - Turban EASTER Focus</p>	<p>Disciplinary Focus: Human / Social Sciences / Theology Focus: Let's celebrate – Easter and Eid al Fitr</p>	<p>Disciplinary Focus: Human / Social Sciences / Theology Focus: Let's celebrate – Purim and Vaisakhi</p>
<p>Expressive Arts and Design</p>	<p>3 & 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 					

The Nar Valley Federation of Church Academies YN/R Long Term Plan 24-25



	<ul style="list-style-type: none"> • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear, etc. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 					
	<p>ELG 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>ELG 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. 			
	<p>Charanga Original Scheme YR Me!</p>	<p>Charanga Original Scheme YR My Stories</p>	<p>Charanga Original Scheme YR Everyone!</p>	<p>Charanga Original Scheme YR Our World</p>	<p>Charanga Original Scheme YR Big Bear Funk</p>	<p>Charanga Original Scheme YR Reflect, Rewind and Replay</p>