

Our Lady and St Edward's Catholic Primary School

New F1 Long Term Topic Plan

Spring Term 2021-22

THEME: Our Bodies

Spring 1

	My Amazing Body	The Five Senses	Keeping Healthy/Growing
CL	<ol style="list-style-type: none"> 1. Sing a large repertoire of songs. 2. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ol style="list-style-type: none"> 1. Start a conversation with an adult or a friend and continue it for many turns. 2. Enjoy listening to longer stories and can remember much of what happens. 	<ol style="list-style-type: none"> 1. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 2. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
PSED	<ol style="list-style-type: none"> 1. Become more outgoing with unfamiliar people, in the safe context of their setting. 2. Show more confidence in new social situations. 	<ol style="list-style-type: none"> 1. 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. 	<ol style="list-style-type: none"> 1. Increasingly follow rules, understanding why they are important.
PD	<ol style="list-style-type: none"> 1. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ol style="list-style-type: none"> 1. Increasingly be able to use and remember sequences and patterns of movements which are relate 	<ol style="list-style-type: none"> 1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 2. Use large-muscle movements to wave flags and streamers, paint and make marks.
L	<ol style="list-style-type: none"> 1. count or clap syllables in a word 2. Write some or all of their name. 	<ol style="list-style-type: none"> 1. recognise words with the same initial sound, such as money and mother 2. Write some or all of their name. 	<ol style="list-style-type: none"> 1. print has meaning 2. print can have different purposes 3. Write some or all of their name.
M	<p>Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Say one number for each item in order: 1,2,3,4,5. Extend and create ABAB patterns – stick, leaf, stick, leaf. Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Notice and correct an error in a repeating pattern Solve real world mathematical problems with numbers up to 5.</p>
UW	<p>Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care</p>

*Based on 'Development Matters' 3-4 years

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		properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.	for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
EAD	Take part in simple pretend play, using an object to represent something else even though they are not similar. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	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.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details.
<u>THEME: Our Animals</u>			
Spring 2			
	Animals	At the Seaside/forces	Minibeasts
CL	<ol style="list-style-type: none"> Develop their pronunciation but may have problems saying: multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 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. 	<ol style="list-style-type: none"> Use longer sentences of four to six words. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<ol style="list-style-type: none"> Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Pay attention to more than one thing at a time, which can be difficult.
PSED	<ol style="list-style-type: none"> Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ol 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. Remember rules without needing an adult to remind them 	<ol style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas.
PD	<ol style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, 	<ol style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 	<ol style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

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	walk or run across a plank, depending on its length and width.		
L	<p>1. Engage in extended conversations about stories, learning new vocabulary.</p> <p>2. 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</p>	<p>1. 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.</p> <p>2. spot and suggest rhymes</p>	<p>1. spot and suggest rhymes</p>
M	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Compare quantities using language: 'more than', 'fewer than'.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p>
UW	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Show interest in different occupations.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
EAD	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>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.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>