



	Term 1		Term 2	Term 3	Term 4	Term 5	Term 6
Theme	All About Me	Let's Play	Winter Time	Once Upon A Time	Places - Asia	Down on the... Farm	Growing
Weeks	5	5	4	6	6	6	6
Key texts	<p><b>From Head to Toe</b> (poetry)  <b>English/Communication</b> - layered in wk 4/5 linked to text/communication.  <b>Maths</b> - layered in wks 4/5 link to measure.  <b>All other learning (taught &amp; environment) linked to EHCP Outcomes.</b>  <b>NB</b> - Teachers to use Reflective Journals.</p>	<p><b>Whatever Next</b>  <b>English/ Communication-</b> T4W story  <b>Maths/Cog</b> - Number</p>	<p><b>The Bear</b>  <b>English/ Communication-</b> Letters, lists &amp; cards.  <b>Maths/Cog</b> - weight</p>	<p><b>Traditional Tale- Rapunzel</b> (Cultural references to India)  <b>English/ Communication-</b> Fiction (T4W- story writing)  <b>Maths/Cog</b> - Measure</p>	<p><b>The Tiger Child-folk tale - Indian tale</b>  <b>English/ Communication-</b> (information writing-reports, (postcards), leaflets, labels, fact boxes)  <b>Maths/Cog</b> - Number</p>	<p><b>Rosie's walk</b>  <b>English/ Communication-</b> (T4W instructions - How to catch a hen? Bossy words,)  <b>Maths/Cog</b> - Shape &amp; Prepositions</p>	<p><b>The Enormous Turnip</b>  <b>English/ Communication-</b> Non-Fiction  <b>Food</b> (Information writing Lists, ingredients, menus, posters)  <b>Maths/Cog</b> - Weight Capacity</p>
Topic	<p><b>PSHE</b> - Health &amp; Wellbeing (families &amp; people who care for me, healthy lifestyles, mental wellbeing)</p> <p>RE &amp; PE is taught continuously.</p> <p>RE - Why I am special?</p>	<p><b>UOW- Geog</b> - To master geographical skills &amp; language (Field trips) &amp; Places (Local)  <b>History</b> - To understand chronology including changes in living memory.  <b>PE</b>- Dance  <b>RE</b>- Consolidate prior learning  <b>PSHE</b> - consolidate prior learning</p>	<p><b>The Arts - Music</b> - To Perform  <b>Art</b> - Painting  <b>PSHE</b> - Relationships (caring friendships, respectful relationships, feelings &amp; emotions)  <b>PE</b> - Dance  <b>RE</b> - Why I am special? Inc special baby</p>	<p><b>The Arts - Music</b> - To compose  <b>Art</b> - Painting &amp; Collage &amp; textiles  <b>PSHE</b> - Health &amp; wellbeing (keeping safe, growing and changing, basic first aid)  <b>PE</b> - Gymnastics  <b>RE</b> - Special places</p>	<p><b>Scientific Technologies</b>  <b>Science</b> - Every day materials  <b>DT</b> - Textiles  <b>Computing</b> - To control  <b>PSHE</b> - Living in the wider world (rights &amp; responsibilities, internet safety and harms, online relationships)  <b>PE</b> - Gymnastics  <b>RE</b> - Special places</p>	<p><b>UOW - Geog</b> - Physical &amp; Human geography  <b>History</b> - Historical investigation  <b>PSHE</b> - Relationships (healthy relationships, online relationships, valuing difference)  <b>PE</b> - Games  <b>RE</b> - Special Things</p>	<p><b>Scientific Technology - Science</b>- Plants  <b>DT</b> - Cooking &amp; nutrition  <b>Computing</b> - To create &amp; to communicate  <b>PSHE</b> - Living in the wider world (money matters, taking care of the environment)  <b>PE</b> - Games  <b>RE</b> - Special Things</p>
Opportunities to practice skills in the Enabling Environment	EHCP	EHCP	Geog - Places History - Chronology	Music - to perform Art - painting	Music - to compose Art - painting & collage	Science - Everyday materials DT - Textiles Computing - To control & create	Geog - Physical /human geography History - historical investigation
Enrichment	-	-	Post box visit <b>Local walk</b>	Mosque visit <b>Bus</b>	-	<b>Farm trip</b> <b>Bus</b>	
N.B	<p>Please provide opportunities in your <b>Enabling Environment</b> to capture the following - <b>Maths</b> - Time (make reference to this throughout your day and emphasise the language of playtime &amp; morning, Money( opportunities in your role play or corner to learn) &amp; problem solving ( should be continuous within the environment).            To remember that when teaching <b>Science</b> you provide a science investigation as a starting point within your environment.            To provide everyday opportunities for <b>mark making</b> as it is the beginnings of <b>Drawing</b> along with <b>malleable materials</b> as this is the beginnings of <b>Sculpture</b> and linked to our fine motor outcomes.            Include all styles of <b>Music</b> - good quality- for the children to listen and respond to within your environment.</p>						
Learning without lessons. Seasonal Changes	<p>Photos of a tree outside taken overtime - observing the seasonal changes.            Display in class and use to refer to the weather and changes in clothing.</p>			<p>Photos of a tree outside taken overtime - observing the seasonal changes.            Display in class and use to refer to the weather and changes in clothing.</p>		<p>Photos of a tree outside taken overtime - observing the seasonal changes.            Display in class and use to refer to the weather and changes in clothing.</p>	
Extended Curriculum 	<p>The implicit curriculum for PSHE areas of learning for fostering social skills and nurturing a foundation for a healthy lifestyle. Embedded within everyday interactions and experiences, subtly shaping attitudes, behaviours, and values - Making Relationships, Building Relationships, Managing Feelings &amp; Behaviour and Health and Self-Care.</p>						

## Meadow Long Term Plan Year B 2024-2025

	Term 1		Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Hoorah For Me!	Celebrations	Let it Snow	Amazing Animals	Let's Build	Journeys	Water
Weeks	Sept 4 <sup>th</sup> 5 weeks	Oct 7 <sup>th</sup> 6 weeks	Nov 24 <sup>th</sup> 4 weeks	6	6	6	7
Key texts	Mum & dad make me laugh (Poetry) <b>English/Communication</b> - layered in wk 4/5 linked to text/communication. <b>Maths</b> - layered in wks 4/5 link to measure. <b>All other learning (taught &amp; environment) linked to EHCP Outcomes.</b> <b>NB</b> - Teachers to use Reflective Journals.	Lullabyhullabaloo (Rhyming) <b>English/Communication</b> - Fiction T4W story <b>Maths/Cog</b> - Number	The Snowman <b>English/ Communication</b> - (non-fiction letters, cards) <b>Maths/Cog</b> - pattern	What the Ladybird heard <b>English/ Communication</b> - T4W story <b>Maths/Cog</b> - Number	The Three Little Pigs Changes (construction area) <b>English/ Communication</b> - T4W -instructions, posters & labels, captions <b>Maths/Cog</b> - Shape/Pattern	The Train Ride <b>English/ Communication</b> (T4W- story writing)(Rhyming) <b>Maths/Cog</b> - Number	Mr Gumpy's Outing <b>English/ Communication</b> - (non-fiction-T4W- recounts and non chronological reports) <b>Maths/Cog</b> - capacity
Topic	<b>PSHE</b> - Living in the wider world, Rights & responsibilities, Internet safety & harms, Online Relationships	<b>UOW</b> - <b>Geog</b> - Physical & Human geography <b>History</b> - Historical investigation <b>PSHE</b> - Consolidate prior learning <b>PE</b> - Dance <b>RE</b> - Special people	<b>The Arts</b> - Music - To Perform Art - Printing <b>PSHE</b> - Relationships, Caring friendships, Respectful relationships, Feelings & emotions. <b>PE</b> - Dance <b>RE</b> - Special people - The Holy Family	<b>Scientific Technologies</b> Science - Animals & Humans & Habitats DT - Cooking & Nutrition Computing - To communicate <b>PSHE</b> - Health & wellbeing, families & people that care for me, healthy lifestyles, mental wellbeing. <b>PE</b> - Gymnastics <b>RE</b> - Special foods	<b>Scientific Technology</b> - <b>Science</b> - Every day materials <b>DT</b> - Construction & materials <b>Computing</b> - To control <b>PSHE</b> - Health & wellbeing, keeping safe, growing & changing, basic first aid. <b>PE</b> - Gymnastics <b>RE</b> - Special foods -	<b>UOW</b> - <b>Geography</b> - field work & places <b>History</b> - Chronology <b>PSHE</b> - Living in the wider world, money matters, harmful substances, taking care of the environment. <b>PE</b> - Games <b>RE</b> - Special books	<b>The Arts</b> - <b>Music</b> - To compose & transcribe <b>Art</b> - Painting <b>PSHE</b> - Relationships, Healthy relationships, Online relationships, valuing differences  <b>PE</b> - Games <b>RE</b> - Special books - Share journals
RE & PE is taught continuously.							
Opportunities to practice skills in the Enabling Environment	EHCP	EHCP	Geog - Human & physical History - investigation	Music - to perform Art - printing	Science - animals & habitats/humans DT - cooking Computing - To communicate	Science - Everyday materials DT- Construction Computing - To control & to create	Geography - field work & places History - Chronology
Enrichment	-	Delepre Abbey <b>Bus</b> Early in term	-	<b>Animal Experience</b> <b>On site</b>	-		Boat trip <b>Bus</b>
N.B	Please provide opportunities in your <b>Enabling Environment</b> to capture the following - <b>Maths</b> - Time (make reference to this throughout your day and emphasise the language of playtime & morning, Money( opportunities in your role play or corner to learn) & problem solving ( should be continuous within the environment). To remember that when teaching <b>Science</b> you provide a science investigation as a starting point within your environment. To provide everyday opportunities for <b>mark making</b> as it is the beginnings of <b>Drawing</b> along with <b>malleable materials</b> as this is the beginnings of <b>Sculpture</b> and linked to our fine motor outcomes. Include all styles of <b>Music</b> - good quality- for the children to listen and respond to within your environment.						
Learning without lessons. Seasonal Changes	Photos of playground outside taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.			Photos of the playground taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.		Photos of the playground taken overtime - observing the seasonal changes. Display in class and use to refer to the weather and changes in clothing.	
Extended Curriculum 	The implicit curriculum for PSHE areas of learning for fostering social skills and nurturing a foundation for a healthy lifestyle. Embedded within everyday interactions and experiences, subtly shaping attitudes, behaviours, and values - <b>Making Relationships, Building Relationships, Managing Feelings &amp; Behaviour and Health and Self-Care.</b>						

