



Chilton Primary School
Long Term Plan Overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>			
<i>EYFS 1 - How do we help each other?</i>						
<i>Overview:</i>	My Family and I Who is in my family? Is every family the same? How do we show we care for each other?	Celebrating Families How do we celebrate at this time of the year? How do others celebrate?	Staying Safe Who keeps us safe at home and in school? Who helps us when we are outside? Who helps us to keep healthy? Include Road Safety	Friendships How do we make and keep friends? How are we a good friend? What would you tell a new friend about you?	Animal Families How do you keep animal families protected? How do animal parents keep their young safe? How do animals grow?	Safe Environment How do we keep ourselves safe at home? How do other animals keep themselves safe? How are we responsible for keeping the environment safe?
<i>Other Topic Subject Coverage:</i>	UTW – Autumn <ul style="list-style-type: none"> Harvest Engaging with & observing the local environment Welly walks Collecting and making the palette of the seasons <ul style="list-style-type: none"> Hibernation Animals and plants – what has happened <ul style="list-style-type: none"> Light and dark 	UTW – Winter <ul style="list-style-type: none"> Freezing and melting Changes in my environment Weather watching Palette of the winter Spring <ul style="list-style-type: none"> Weather changes Planting and growing New life/Life cycles Basic weather chart 	UTW - Summer <ul style="list-style-type: none"> Observing and recording my world Seasons / temperature (hot, cold, thermometer) Messy maps <ul style="list-style-type: none"> Animals and their young Mini beasts <ul style="list-style-type: none"> Keeping safe, road safety, stranger danger etc 			

	<p>EADD – Art in nature Collages using naturally found materials Colour mixing making autumn colours Printing with leaves and autumn fruits and veg Painting techniques to create firework pictures (splattering, straw blowing etc)</p>	<p>EADD – Art through the seasons Observing and recording my world through observational drawings/paintings Joining materials together and combining materials</p>	<p>EADD – Patterns in Art looking at patterns within art Symmetry Printing Creating representational drawings Design and make within construction area</p>			
<i>Points of interest</i>	<p>Halloween Bonfire night Diwali Sukkot Christmas</p>	<p>Chinese New Year Valentine’s Day Fairtrade Fortnight Pancake Day World Book Day Mother’s Day Easter</p>	<p>Father’s Day Sports Day Graduation</p>			
<i>Ongoing Technology</i>	<p>Operating simple equipment, e.g. turns on CD player and uses remote controlled vehicles. Uses technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows that information can be retrieved from computers. Uses simple programmes on a computer. Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p>					
<i>Discrete coverage</i>	<p>RE / SMSC – Christmas story PE skills – Movement (different ways of travelling/moving) Music - Music Express units Going place /Special people</p>	<p>RE / SMSC - Easter story PE – Control and co-ordination of own body (Gymnastics) Music - Music Express units Growth and change/Stories and sounds</p>	<p>RE / SMSC - PE – Games (Ball skills) Music - Music Express units Moving patterns/Our senses</p>			
<i>Texts / Non Fiction</i>	<p>Goldilocks and the Three Bears Was it right for Goldilocks to go into the bear’s house?</p>	<p>Scarecrows Wedding – how else might the scarecrows celebrate – can you plan it for them?</p>	<p>Little Red Riding Hood How could LRRH have kept herself safe? Who could she have asked to help her?</p>	<p>A Friend Like you Do you have to have something in common to be friends?</p>	<p>Mad About Minibeasts (poetry) How do you keep animal families protected?</p>	<p>Bear Hunt How would you tell the children to keep safe when they were hunting for the bear?</p>
<i>Mathematics Coverage</i>	<p>N - counting, 1:1 correspondence, number recognition, number</p>	<p>N - number recognition/ordering, number formation, fact families,</p>	<p>N - number recognition, ordering, formation, doubling, halving and</p>			

	formation, more/less SSM - 2D Shape, positional language	SSM –Money, measures	sharing, estimating, number bonds, counting in 2s, 5s and 10s SSM - 3D shape, time
<i>Trips / Enrichment</i>	Vicar – wedding at the church with parents involved in characters	People who help us (Police, nurse, fire, lolly pop lady) Pen Friends / class link with a local school?	Broom House Farm – animals families and keeping the environment safe
<i>Parent Links</i>	Making a family tree with my family Christmas Craft Afternoon	Safety carousel Easter Bonnet	Mini beast hunt Den Building/Forest school activity