





Snow Leopards Long Term Plan 2023-2024



	Autumn		Spring		Summer	
Our values	<p>Finding the talent in everyone...</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>					
Nature Study	Autumn Owls Hibernation Hedgehogs and Badgers Spiders Pumpkins People Who Help Us When I Grow Up I Want to be...	Bonfire Diwali Remembrance Fossils/Dinosaurs Children in Need Anti-bullying week Road safety week Worms Leaves and sticks Christmas	Winter weather Snow and ice Chinese New Year Safer internet day Beetles Valentine's day Rain and rainbows	Pancake Day World Book Day Life cycles Growing Science week Spring Mother's Day Easter	Space Oceans and Sky Rain and rainbows Maps	Healthy eating Bee's Father's Day Summer Sun safety Beach/Sea Holidays Celebrations
Core Texts	Nature Study	Nature Study	Nature Study	Nature Study	Whatever Next? How To Catch a Star	Oliver's Vegetables

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	Autumn non-fiction	Lighting a lamp	One Snowy Night	Mr Wolf's Pancakes	Here we are	Oliver's Fruit Salad
	Owl Babies/ The Owl Who was Afraid of the Dark	Harry and the bucket full of Dinosaurs	Snow bears	Traditional tales	Somebody Swallowed Stanley	SuperTato
	Can't You Sleep Little Bear	Tyrannosaurus Drip	Elmer in the snow	Non-fiction spring books	Sharing a Shell	Handa's Surprise
	When will it be Spring?	Don't be a Bully Billy	Kippers Snowy day	My Mum	Little Raindrop	My Dad
	Over and under the snow	Yucky worms	The Gruffalo's child	The Night Before Easter	The Solar System	What the ladybird heard at the seaside
	Winter sleep- a hibernation story	Wriggling worms at work	Chinese New Year story	We're Going on an Egg Hunt	Moon	The Proudest Blue
	Percy the Park Keeper series	Leaf Man	Chicken Clicken	Jack and the Beanstalk	Be You	Big Bad Wolf
	The Very Busy Spider	Sweep	Penguin Pig	The Very Hungry Caterpillar	What If...	Germs are not for sharing
	Spinderella	Stanley's Stick	Billy's Beetles	Little Red Hen		As we grow
	Pumpkin Soup	Stickman	The Worrysaurus	Jaspers Beanstalk		My Hair
	The Colour Monster	The Jolly Christmas Postman		The Enormous Turnip		Some Dogs Do
	Jobs People Do	The Nativity		The Magical Yet		
	There's Only One YOU	Mogs Christmas		The Koala Who Could		
		A Pirates Night Before Christmas				
		Father Christmas Needs a Wee				



		The Story of the Kindness Elves				
Tuft Tray Resources	Autumn Theme Owls, hedgehogs, badgers, hibernation, spiders, pumpkin carving	Different coloured sand Photographs of fireworks Painting Fireworks/bonfires Remembrance - poppies, images from remembrance Diwali table - Rangoli patterns, diva lamps, Diwali cards, Diwali story Leaves, sticks Christmas Nativity Scene Gift wrapping station	Rain, snow, ice, beetles, Winter displays Chinese New Year - Lanterns, dragons, Chinese calendar, photographs, red envelopes	Spring Table Easter Table Easter Garden/Reflection area for prayers Mothers Day Cards Life Cycle of a bean/butterflies	Planets, stars, rockets, maps, where we live, locations, clouds and rain	Variety of different healthy foods Bees, summer flowers, grasses, seasonal clothing, sun safety, Fathers day
Celebrations/Important Dates	September: First day of Autumn October: Halloween (31st)	November: Bonfire Night (5th) Anti-bullying weel (13th) Remembrance (11th) Diwali (12th) Road Safety Week (16th) Children in Need (18th) December:	January: February: Chinese New Year (10th) Safer Internet Day (6th) Shrove Tuesday (13th) Valentines Day (14th)	March: World Book Day (7th) Science Week (8th - 17th) First Day of Spring (20th) Mother's Day (10th) April: Good Friday (29th) St George's Day (23rd) Easter (31st)	May: May Day (6th)	June: Father's Day (16th)



		Christmas (25th) First day of winter (22nd)				
Communication and Language						
	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-informed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe some events in detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Use new vocabulary in different contexts</p>	<p>Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Ask questions to find out more and check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-informed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe some events in detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words</p>			



	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Use new vocabulary in different contexts</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>LA- 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> <p>S-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, make 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>
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<p>PSED</p>	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Manage their own needs</p>	<p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Manage their own needs</p>	<p>SR-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 focussed 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.</p> <p>MS-be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reason 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</p> <p>BR-work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and other's needs.</p>
<p>Physical</p>	<p>Revise and refine the fundamental movement skills they have already required</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>Revise and refine the fundamental movement skills they have already required</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>

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	<p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body strength, balance, coordination and agility</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body strength, balance, coordination and agility</p> <p>Further develop and refine a range of ball skills</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Further develop the skills they need to manage the school day successfully</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body strength, balance, coordination and agility</p> <p>Further develop and refine a range of ball skills</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Further develop the skills they need to manage the school day successfully</p> <p>GMS-negotiate space and obstacles safely, with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
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			<p>FMS-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.</p>
<p>Literacy</p>	<p>Term 1:</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words so that they can read short words made up of known letter sound correspondence</p> <p>Term 2:</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words so that they can read short words made up of known letter sound correspondences</p> <p>Read some letter groups that represent one sound and say sounds for them</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words</p> <p>Form lowercase and capital letters correctly</p>	<p>Term 1:</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words so that they can read short words made up of known letter sound correspondences</p> <p>Read some letter groups that represent one sound and say sounds for them</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lowercase and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p>	<p>Term 1:</p> <p>Read some letter groups that represent one sound and say sounds for them</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lowercase and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Term 2:</p> <p>C-demonstrate understanding of what has been read</p>



	<p>Spell words by identifying the sounds and then writing the sound with letters</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Term 2:</p> <p>Read individual letters by saying the sounds for them</p> <p>Read some letter groups that represent one sound and say sounds for them</p> <p>Read a few common exception words</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Form lowercase and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>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.</p> <p>WR- 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.</p> <p>W- 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.</p>
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		Re-read what they have written to check that it makes sense	
Mathematics	<p>Term 1:</p> <p>Counts objects, actions and sounds</p> <p>Subitise</p> <p>Link the number symbol with its cardinal number value</p> <p>Count beyond 10</p> <p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity</p> <p>Term 2:</p> <p>Counts objects, actions and sounds</p> <p>Subitise</p> <p>Link the number symbol with its cardinal number value</p> <p>Count beyond 10</p>	<p>Term 1:</p> <p>Counts objects, actions and sounds</p> <p>Subitise</p> <p>Link the number symbol with its cardinal number value</p> <p>Count beyond 10</p> <p>Compare numbers</p> <p>Understand the one more than/one less than relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity</p> <p>Term 2:</p> <p>Counts objects, actions and sounds</p> <p>Link the number symbol with its cardinal</p>	<p>Term 1:</p> <p>Counts objects, actions and sounds</p> <p>Link the number symbol with its cardinal number value</p> <p>Count beyond 10</p> <p>Compare numbers</p> <p>Understand the one more than/one less than relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-10</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Continue, copy and create repeating patterns</p> <p>Term 2:</p> <p>N- have a deep understanding of number to 10 including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>NP- verbally count beyond 20, recognising the</p>



	<p>Compare numbers</p> <p>Understand the one more than/one less than relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns</p>	<p>number value</p> <p>Count beyond 10</p> <p>Compare numbers</p> <p>Understand the one more than/one less than relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-10</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns</p>	<p>pattern of the counting system. Compare quantities up to 10i 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.</p>		
<p>Understanding the World</p>	<p>Term 1:</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of the changing seasons on the natural world around them</p> <p>Explore the natural world around them</p>	<p>Understand that some places are special to members of their community</p> <p>Comment on images of similar situations in the past</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of the changing</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of similar situations in the past</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of the changing seasons on the natural world around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>PP-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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>



	<p>Describe what they see, hear and feel whilst outside</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Term 2:</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of similar situations in the past</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand the effect of the changing seasons on the natural world around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>seasons on the natural world around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p>	<p>Understand the effect of the changing seasons on the natural world around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map</p>	<p>PCC- describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p> <p>NW- 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 environments, drawing on their experiences and what has been read in</p>
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	Draw information from a simple map					class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p>	<p>CM- 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> <p>BIE- 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>



	<p>the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Explore and engage in music making and dance, performing solo or in groups</p>	
<p>Parent Focus/Homework</p>	<p>Encouraging independence with self-care skills</p> <p>Sharing games</p> <p>Pencil grip and letter formation</p> <p>Rhyme and alliteration</p> <p>Listening games</p> <p>Reading stories</p>	<p>Prepositions</p> <p>Catching a large ball</p> <p>Blending and segmenting simple words</p> <p>Numbers to 10</p> <p>Reinforcing vocabulary yesterday, today, tomorrow</p> <p>Reading stories</p>	<p>Writing lists</p> <p>Numbers to 15</p> <p>Shapes</p> <p>Reading stories</p>	<p>Names of letter</p> <p>Formation of letter</p> <p>Numbers to 20</p> <p>Days of the week</p> <p>O'clock</p> <p>Reading stories</p>	<p>Turn taking games</p> <p>Reading and writing simple sentences</p> <p>Adding and subtracting</p> <p>Months of the year</p> <p>Reading stories</p>	<p>Problem solving</p> <p>Reading</p> <p>Writing sentences</p> <p>Number sentences</p> <p>Reading stories</p>