



Bretforton Village School – long term plan and 2 year planning cycle overview
Reception and Year 1

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	1	<p>Apply phonic knowledge to decode words Discussing reading</p> <p>Texts based around the world topic 'The Magic Train Ride'</p>	<p>Explain clearly their understanding of what is read to them Check that the text makes sense to them</p> <p>Texts based around the topic 'Polar Regions'</p>	<p>Read other words of more than one syllable that contain taught GPCs being encouraged to link what they read or hear read to their own experiences</p> <p>Texts based around the topic 'Who are you going to call?'</p>	<p>Read with fluency and accuracy sounds taught so far Discuss the title and events</p> <p>Texts based around the topic 'Once upon a time'</p>	<p>Read words with contractions Become familiar with key stories Discuss word meanings</p> <p>Texts based around the world topic 'Nature Detectives'</p>	<p>Read words containing prefixes and suffixes Make inferences on the basis of what is being said and done Predicting what might happen</p> <p>Texts based around the topic 'The Sea'</p>
	2	<p>Apply phonic knowledge to decode words Discussing reading</p> <p>Texts based around the world topic 'Here We Are'</p>	<p>Explain clearly their understanding of what is read to them Check that the text makes sense to them</p> <p>Texts based around the topic 'The Jolly Christmas Postman' (Traditional Tales)</p>	<p>Read other words of more than one syllable that contain taught GPCs being encouraged to link what they read or hear read to their own experiences</p> <p>Texts based around the topic 'Colour My World'</p>	<p>Read with fluency and accuracy sounds taught so far Discuss the title and events</p> <p>Texts based around the topic 'Roots to Shoots'</p>	<p>Read words with contractions Become familiar with key stories Discuss word meanings</p> <p>Texts based around the topic 'Space'</p>	<p>Read words containing prefixes and suffixes Make inferences on the basis of what is being said and done Predicting what might happen</p> <p>Texts based around a topic 'Are we there yet?'</p>



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Writing	1	Begin to form letters, use full stops, spaces between words Narratives	Form capital letters and use full stops Letter Writing	Spell common exception words, use and to join sentences. Write narratives Fact Files	Begin to use a ? use alternative spelling of the same sound Traditional Tale Narratives	Use a capital letter for names, places days of week Begin to use a ! Instruction Writing	Add suffixes and prefixes to writing. Recount
	2	Begin to form letters, use full stops, spaces between words Fact files	Form capital letters and use full stops Letter Writing & Traditional Tales	Spell common exception words, use and to join sentences. Narratives	Begin to use a ? use alternative spelling of the same sound Instruction Writing	Use a capital letter for names, places days of week Begin to use a ! Narratives	Add suffixes and prefixes to writing. Recount
Maths	1	Number Place Value to 10 Geometry – Shape / Measurement	Number Place Value to 20 Add/subtract to 10	Number Place Value to 50 Add/subtract to 20 3D shapes	Place Value counting in 2's,5's and 10's Geometry Measurement	Number Place Value to 50 Multiplication /division	Fractions, Time, money
	2	Number Place Value to 10 Geometry – Shape / Measurement	Number Place Value to 20 Add/subtract to 10	Number Place Value to 50 Add/subtract to 20 3D shapes	Place Value counting in 2's,5's and 10's Geometry Measurement	Number Place Value to 50 Multiplication /division	Fractions, Time, money
Science	1	Seasonal changes Animals including humans	Seasonal changes Naming animals	Seasonal changes Everyday materials	Seasonal changes Plants and how they grow	Seasonal changes Everyday materials	Seasonal changes Animals including humans
	2	Seasonal changes Animals including humans	Seasonal changes Naming animals	Seasonal changes Everyday materials	Seasonal changes Plants and how they grow	Seasonal changes Everyday materials	Seasonal changes Animals including humans
History	1	-	Someone famous from outside the UK	-	Within living memory Artefacts	-	Things within our memory / 100 years old
	2	-	A famous person from the past	-	Toys from the past and present	-	How our local area has changed



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					Schools in the past and present		
Geography	1	Hot and Cold places	-	Cities, towns and village	-	The UK and its four countries	-
	2	My address and postcode	-	Seasons and weather	-	Our country and its capital cities	-
Religious education	1	Which stories are special and why? (F1)	What times are special and why? (F4)	Which places are special and why? (F3)	Which people are special and why? (F2)	Where do we belong? (F5)	What is special about our world? (F6)
	2	Who is a Christian and what do they believe? (1.1)	How and why do we celebrate special times? (1.6)	What makes some places sacred? (1.5)		What does it mean to belong to a faith community? (1.7)	How should we care for others in the world and why does it matter? (1.8)
Personal, social and health education	1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
	2	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Computing	1	E-safety: Using the internet safely	Digital Literacy & E-safety: using a computer/device	Coding with Codeapillars/Beebots	Digital Literacy: bug hunters	Digital Literacy: potty painters	Coding: Scratch Jnr - introduction and fundamentals
	2	E-safety: Using the internet safely	Digital Literacy & E-safety: using a computer/device	Coding with Codeapillars/Beebots	Digital Literacy: bug hunters	Digital Literacy: potty painters	Coding: Scratch Jnr - introduction and fundamentals
Physical Education	1	Invasion games	Gymnastics	Dance	Games – striking and fielding /Swimming	Athletics / Swimming	Athletics / Swimming
	2	Invasion games	Gymnastics	Dance /Swimming	Games – striking and fielding/ Swimming	Athletics / Swimming	Athletics / Swimming



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Art	1	know the names of the primary and secondary colours	know how to create a repeating pattern in print	know how to cut, roll and coil materials	discuss similarities and differences between pieces of art. know how to create moods in art work	ask questions about a piece of art describe what can be seen and give an opinion about the work of an artist	know how to use IT to create a picture
	2	know the names of the primary and secondary colours	know how to create a repeating pattern in print	know how to cut, roll and coil materials	discuss similarities and differences between pieces of art. know how to create moods in art work	ask questions about a piece of art describe what can be seen and give an opinion about the work of an artist	know how to use IT to create a picture
Design Technology	1	choose appropriate resources and tools	use own ideas to design something use own ideas to make something	make a simple plan before making make their own model stronger	describe how their own idea works describe how something works	explain to someone else how they want to make their product cut food safely	design a product which moves make a product which moves explain what works well and not so well in the model they have made
	2	choose appropriate resources and tools	use own ideas to design something use own ideas to make something	make a simple plan before making make their own model stronger	describe how their own idea works describe how something works	explain to someone else how they want to make their product cut food safely	design a product which moves make a product which moves



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							explain what works well and not so well in the model they have made
Music	1	<ul style="list-style-type: none"> Clap and repeat short rhythmic and melodic patterns Make a sequence of sounds Perform simple rhythmic patterns 	<ul style="list-style-type: none"> Make a variety of sounds with voice To follow direction of when to sing Repeat simple phrases when playing and singing 	<ul style="list-style-type: none"> To express likes and dislike associated with pieces of music 	<ul style="list-style-type: none"> Sort sounds using simple criteria (loud , soft etc) Know that sounds can be represented using marks eg shapes (graphic notation) 	<ul style="list-style-type: none"> Choose instruments to represent different things Perform with an instrument 	<ul style="list-style-type: none"> Respond to different moods in music. What does the music make you feel? When might you hear a piece? eg wedding, lullaby etc
	2	<ul style="list-style-type: none"> Clap and repeat short rhythmic and melodic patterns Make a sequence of sounds Perform simple rhythmic patterns 	<ul style="list-style-type: none"> Make a variety of sounds with voice To follow direction of when to sing Repeat simple phrases when playing and singing 	<ul style="list-style-type: none"> To express likes and dislike associated with pieces of music 	<ul style="list-style-type: none"> Sort sounds using simple criteria (loud , soft etc) Know that sounds can be represented using marks eg shapes (graphic notation) 	<ul style="list-style-type: none"> Choose instruments to represent different things Perform with an instrument 	<ul style="list-style-type: none"> Respond to different moods in music. What does the music make you feel? When might you hear a piece? eg wedding, lullaby etc