



Long Term Planning: Park Fell

2025/2026

	<u>Autumn 1</u> INSET 1st – 2nd Sept 3rd Sept – 24th Oct	<u>Autumn 2</u> 3rd Nov – 19th Dec	<u>Spring 1</u> 7th Jan – 13th Feb	<u>Spring 2</u> 23rd Feb – 27th Mar	<u>Summer 1</u> 13th Apr – 22nd May Bank hol – 4th May	<u>Summer 2</u> 1st Jun – 17th Jul
Main Theme	<i>I wonder who I am</i>	Celebrations	I wonder how we get from here to there	I wonder what is in our world	I wonder how things grow	I wonder what we will find at the seaside
<i>Possible ideas/lines of enquiry</i> <i>These mini ideas within the theme may be replaced depending on child interests or fascinations</i>	Our school Our families Our bodies Our homes and town Our friends Term to include 'Harvest' (Harvest Festival)	Harvest Christmas around the world Diwali Bonfire night Remembrance Day Children in Need Advent	How do we get from here to there? Travel by road Travel by track Travel by air Space Travel by sea	Frozen planet Deserts Jungles Gardens Habitats	Spring Plants Farming Animals Also looking at Easter	At the beach People who help us Pirates Under the sea



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<i>Literacy Key texts</i>	Extended phonics sessions	Extended phonics sessions	The Naughty Bus - <i>Jan Oke</i> The Train Ride - <i>June Crebbin and Stephen Lambert</i>	Blue Penguin – Petr Horáček Handa's Surprise – Eileen Browne	Jack and the Beanstalk Yucky Worms - Vivian French	Splash, Anna Hibiscus! by Atinuke Billy's Bucket by Kes Gray
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<p>Theme texts may include</p>	<p>The same but different too – Karl Newson</p> <p>It's okay to be different – Todd Parr</p> <p>Feelings – Todd Parr</p> <p>The Family Book - Todd Parr</p> <p>All are welcome here – Alexandra Penfold and Suzanne Kaufman</p> <p>Our class is a family – Shannon Olsen and Sandie Sonke</p> <p>Harvest - The Little Red Hen</p>	<p>Owl Babies – Martin Waddell</p> <p>Firefly Home – Jane Clarke</p> <p>The best Diwali ever – Sonali Shah</p> <p>Leaf man – Lois Ehlert</p> <p>The Dark Dark Night – M. Christina Butler</p> <p>Christmas – The Nativity story</p>	<p>Zog and the Flying Doctors - Julia Donaldson and Alex Scheffler</p> <p>My Granny Went to Market – Stella Blackstone and Christopher Corr</p> <p>Super Submarines – Tony Mitton</p> <p>Look up! – Nathan Bryon and Dapo Adeola</p> <p>Whatever Next – Jill Murphy</p> <p>Aliens Love Underpants – Claire Freedman and Ben Cort</p>	<p>Rumble in the Jungle – Giles Andreae and David Wojtowycz</p> <p>Giraffes can't dance – Giles Andreae and Guy Parker-Ross</p> <p>Elephant me! – Giles Andreae and Guy Parker-Ross</p> <p>Mad about mini beasts - Giles Andreae and David Wojtowycz</p>	<p>The Very Hungry Caterpillar – Eric Carle</p> <p>The Tiny Seed – Eric Carle</p> <p>Brown Bear, Brown Bear – Eric Carle</p> <p>The Very Busy Spider – Eric Carle</p> <p>The Bad-Tempered Ladybird – Eric Carle</p> <p>Non-fiction life cycle book – egg to chicken</p>	<p>Pirates love underpants – Claire Freedman and Ben Cort</p> <p>Tiddler - Julia Donaldson and Alex Scheffler</p> <p>What the Ladybird Heard at the Seaside – Julia Donaldson and Lydia Monks</p> <p>Non-fiction Emergency vehicles</p>
<p>Personal, Social, Emotional Development</p>	<p>JIGSAW PSHE theme – Being me in my world</p>	<p>JIGSAW PSHE theme – Celebrating difference</p>	<p>JIGSAW PSHE theme - Dreams and goals</p>	<p>JIGSAW PSHE theme – Healthy Me</p>	<p>JIGSAW PSHE theme – Relationships</p>	<p>JIGSAW PSHE theme – Changing me</p>

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<p>See APS curriculum - Care</p>	<p>Express feelings to trusted adults and friends</p> <p>Read books discussing feeling and emotion, joining in with whole group discussion</p> <p>Develop an awareness of themselves and begin to form their own opinions</p> <p>Beginning to follow school expectations</p> <p>Begin to build positive new relationships, playing alongside other children</p>	<p>Be able to identify emotions and name them</p> <p>Be able to share and take turn with different school resources</p> <p>Beginning to become more independent, saying what they are doing and why</p> <p>Building on relationships and seeking for adult assistance if needed</p>	<p>Be able to find some ways to calm down if feeling upset</p> <p>Becoming prouder of themselves when they achieve something</p> <p>Showing a good understanding of school expectations and why we have these</p> <p>Becoming more independent with home time, coming into school and making own choices</p>	<p>Be able to talk about interests, likes and dislikes</p> <p>Be able to understand why listening is important and that it keeps us safe</p> <p>Be able to express what makes them happy and what keeps us healthy</p> <p>Developing resilience and perseverance</p>	<p>Beginning to look after their friends and begin to reason with them</p> <p>Be able to tell peers and adults what they have achieved, what they can do now and that they are proud of themselves</p> <p>Confident to try new things</p> <p>Continue to build strong bonds with peers</p>	<p>Be able to find resolutions with friends if needed</p> <p>Developing independence, ready for year 1</p> <p>Begin to talk about themselves positively</p> <p>Continue to show resilience and perseverance for their next transition</p>
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Communication and Language See APS curriculum - Communicate	Be able to express a point of view	Listen and respond to stories and opinions.	Acquire and use new vocabulary	Respond to non-fiction texts and stories	Ask questions and respond appropriately.	Offer explanations and responses to stories and experiences.
	Express ideas and feeling.	Make comments on what they have heard from others.	Continued listening skills and transferred into different setting such as different lessons and assembly	Offer explanations for why things happen.	Explain their own knowledge and answer questions posed by others.	Speak audibly and in full sentences.
	Beginning to listen to each other and join in with story times	Listening more on the carpet following visual and verbal reminders	Show a good level of attention and concentration – attentive during classroom tasks	Be able to listen both in and out of school, understanding the importance	Follow 3 step instructions	Listen to others with great skill
	Begin to sit on the carpet and show some attention	Be able to respond to questions based on a text that has been read	Make predictions, discussing different books	Use talk to discuss ideas and give reason	Use new vocabulary and knowledge in conversation and play	Be able to attend to others in play
	Joining in poems and rhymes, responding appropriately	Begin to discuss stories and events, asking questions about these	Be able to use talk in pretend play	Maintain attention in different settings	Be able to add detail into sentences, explaining how things work and why	Retell a story showing a good understanding
	Be able to follow a 1 step instruction and understanding simple 'why' questions		Taking turns when speaking and responding to others	Be able to ask questions to clarify understanding and confirm knowledge		Using new vocabulary in different contexts
						Create an imaginary story in own play
						Use different tenses in talk

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	Talking through play, speaking in simple sentences	Be able to follow clear instructions in 2 parts Use expression to communicate and initiate conversation				
Physical Development See APS curriculum - Move	<p>Develop the skills needed to get through the day e.g. line up, climbing stairs to hall, mealtimes and personal hygiene</p> <p>Revise and use fundamental movement skills</p> <p>Begin to use core muscle strength when sitting</p> <p>Use pencils in a way that is comfortable</p>	<p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p> <p>Children will show a preference for a dominant hand. Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Use a range of tools effectively <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i></p> <p>Develop further accuracy, precision and confidence when engaging in ball activities</p> <p>Continue to develop body strength, balance and co-ordination</p>	<p>Children will hold a pencil or crayon effectively for writing and drawing, using a tripod grip.</p> <p>PE Focus: Gym (rolls and jumps) and Team games</p> <p>Squat with steadiness to rest or play with an object on the ground. Rise to feet without using hands. Climb confidently and</p>	<p>Children will use fine motor skills to draw, taking time which allows for accuracy and care.</p> <p>Children can keep themselves and their peers safe during physical activities at Forest School.</p> <p>Combine different movements with fluency</p> <p>PE focus: Gym (rolls and jumps) and Team games</p>	<p>Use a range of small tools safely and accurately, including pencils for writing</p> <p>School sports day</p> <p>Confidently and safely use a range of large equipment and apparatus indoors and outdoors</p> <p>Negotiate obstacles safely</p>



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	<p>PE Focus: Tag Rugby</p>	<p>Develop fine and gross motor skills</p> <p>PE Focus: Ball skills Take part in a range of ball activities to develop skills including: throwing, catching, kicking, batting & aiming. Develop confidence, competence, precision & accuracy with these activities. Children will experiment with different ways of stopping, throwing or moving a ball with different body parts.</p>	<p>Develop an ability to dance to music</p> <p>Develop an effective pencil grip and skills when using scissors</p> <p>PE Focus: Ball skills and Team games</p>	<p>begin to pull themselves up on equipment. Mount stairs, steps or climbing equipment using alternate feet. Stand on one foot. Jump off an object and land appropriately. Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. Children will experiment with different ways of moving. Children will begin working with friends in a team – taking</p>	<p>Children will have confidence, competence, precision and accuracy when engaging in activities that involve a ball. Children will march/run for co-ordination. Children will run safely on whole foot, varying the pace depending on distance. Children will experiment with different ways of throwing under/overarm. Children will experiment with different ways of jumping-measuring with various objects. Children will work with friends in a</p>	<p>Move energetically in a range of different ways</p> <p>Be able to use a tripod grip</p> <p>PE focus: Gymnastics Athletics</p>
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				turns with adult support.	team – taking turns effectively. Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Children will develop overall body strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient.	
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Literacy See APS curriculum – Write	Fine motor – dough disco Describe the marks they make Recognise own name Join in with predictable stories Join in with rhymes, songs and poems Encouraging to hold a book, turning pages correctly Poetry Weekly poems	Introduce handwriting rhymes writing initial sounds describe events in familiar stories and predict events Beginning to sequence some key events Include mark making and early writing in their play Write own name Poetry Weekly poems	Write initial sounds and CVC labels – extend to captions Orally sounding out CVC words Show a dominant hand, forming more recognisable letters Share ideas and opinions about stories they have listened to More confident understanding new vocabulary in stories Poetry Weekly poems	Draw vocabulary and knowledge from non-fiction books and stories Write labels, captions and short sentences. Hold pencil correctly, forming recognisable letters effectively Beginning to use writing in play Join in with well known stories including repetitive phrases Poetry Weekly poems	Write simple sentences which include finger spaces. Use and understand vocabulary from stories, poems and non-fiction in their writing. Using conjunctives when explaining what is happening in a story Recall known rhymes and stories Poetry Weekly poems	Independently write sentences which include finger spaces and may include full stops and capital letters. Reread sentence to check it makes sense. Retell stories and narratives in their own words. Giving reasons why they like/dislike certain parts of stories Continue to develop role play based on stories Poetry Weekly poems



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RWI phonics See APS curriculum - Read	Revisit general sound discrimination, alliteration, rhyme and oral blending (Fred Talk). Introduce Set 1 sounds	Continue Set 1 sounds Read CVC words	Continue Set 1 sounds Read CVC words in simple sentences using phonic skills	Continue Set 1 sounds Read some Red Words in simple sentences	Introduce Set 2 sounds Read and write some Red Words Read simple sentences with growing confidence	Continue Set 2 sounds Read sentences and talk about what has been read
Maths See APS curriculum - Count	Match, sort and compare amounts Compare size, mass and capacity Explore pattern Represent, compare and composition of 1-5 Shape - with up to 4 sides positional language	Represent, compare and composition of 5-10 one more and one less Making pairs combining two groups Bonds to 10 Compare mass and capacity			Building numbers beyond 10 counting patterns beyond 10 adding more and taking away spatial reasoning doubling, sharing and grouping (<i>sandwich making</i>) Even and Odd numbers	

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White Rose Maths and Numberblocks	Time		2D and 3D Shape Length and height Time			
Understanding of the world See APS curriculum - Explore	Talk about the lives of people familiar to them (History) Know some similarities and differences between religious and cultural communities RE Theme: special people Question: What makes people special? Religions: Christianity, Judaism	Children will explore the natural world around them in Outdoor learning. (Geography) Children will learn about different celebrations from around the world Understand the Christmas Story RE theme: Christmas Question: What is Christmas? Christian concept: Incarnation Experience:	Map work related to transport (Geography) Compare how transport may differ in different places and times (Geography and History) Know some similarities and differences between religious and cultural communities Children will investigate how astronauts got to the moon. (Neil	Explain the similarities and differences between environments around the world (Geography) RE Theme: Easter Key question: What is Easter? Christian concept: Salvation AT1: I can join in Easter celebrations in my class. AT2: I can talk	Explore the world around them (Geography) Observe and describe what is around them Understand the need to respect and care for the natural environment and all living things. (planting) Make leaf rubbings RE Theme: Story time	Understand how the change of seasons can affect the natural world around them – introduce global change and pollution (Geography) Children can sort objects/images into old and new and begin to use vocabulary linked to history. (Science) floating and sinking RE Theme: Special places

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	<p>AT1: I can name a person who is special to Christians.</p> <p>AT2: I can talk about a person who is special to me and why.</p> <p>Key vocabulary: Special</p>	<p>Nativity performance (acting and singing)</p> <p>AT1: I can remember some characters from the Christmas story.</p> <p>AT2: I can talk about how I feel when I get given a gift.</p> <p>Key vocabulary: Jesus Mary Joseph Christmas</p>	<p>Armstrong - History)</p> <p>RE Theme: Celebrations</p> <p>Key question: How do people celebrate?</p> <p>Religions: Hinduism</p> <p>Experience: Face painting (to celebrate Holi festival)</p> <p>AT1: I can talk about something that I celebrate at home or at school.</p> <p>AT2: I can talk about how I feel when I celebrate a special occasion.</p> <p>Key vocabulary: Holi Celebrate</p>	<p>about why Easter (or another special celebration) makes me happy.</p> <p>Key vocabulary: Easter Jesus</p>	<p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p> <p>AT1: I can listen to and recall parts of stories.</p> <p>AT2: I can talk about what makes me happy and sad.</p> <p>Key vocabulary: Feel Happy Sad</p>	<p>Key question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p> <p>AT1: I can start to recognise some religious places of worship.</p> <p>AT2: I can name a place that is special to me.</p> <p>Key vocabulary: Church Mosque Synagogue Special</p>
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<i>Expressive Arts and Design</i> <i>See APS curriculum – Create</i> Music and movement	Explore the use of shape, colour and design	Make use of props and materials in the role play area to recreate well known stories	Explore the use of tools and materials	Begin to invent and adapt stories through their role play and small world play	Perform poems	Invent and adapt stories through their role play and small world play
	Paint a self portrait		Explore moving to different music genres		Explore the use of tools and share designs	
	Join in with familiar songs and nursery rhymes	Perform familiar songs and stories	Begin to add detail into drawings such as emotions	Create a collaborative art piece, sharing ideas and resources	Explore making music and dance performances	Design and plan prior to creating, explain they process they have used.
	Giving meanings to marks they make	Observational drawings	Explore different work by artists	Continue observational drawing	Explore how white and black can change colours	Discuss own work and the details on these
	Know names of colours and uses these	Explore colour mixing	Explore different properties of materials	Continue to build confidence and independence with a range of artistic techniques	Use a range of different media independently	Plan ahead what they do, giving a purpose and reason
	Explore arts and crafts area independently	Explore printing	Make models for different occasions	Explore pattern	Choose own materials for their own ideas	Know what they want to paint using imagination
	Explore different materials	Be able to choose correct colours for certain pictures		Explore collaging		Using a range of skills to use 3D shapes to build a model
	Begin to use scissors safely	Explore junk modelling				

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Experiences inc. activity passport	<p>Outdoor learning – leaf rubbings (5)</p> <p>Walk around Alston in Autumn (4)</p> <p>Harvest Festival at Church (8)</p> <p>Paint a self-portrait (2)</p> <p>taste new food including fruit (7)</p>	<p>Visit from Father Christmas</p> <p>Retell the Christmas story (12)</p>	<p>Look up where you live on a map (19)</p> <p>Stomp rockets</p>	<p>Outdoor learning</p> <p>Take a trip on a train or bus</p> <p>Drama focus – Perform a song or poem. (11)</p> <p>Retell a story to an audience. (12)</p>	<p>Outdoor learning</p> <p>Visit local farm (1, 14)</p> <p>Hatch eggs (9)</p> <p>Observe butterfly's life cycle (15)</p> <p>Growing flowers (3)</p>	<p>Visit the seaside</p> <p>Dress like a pirate (18, 16)</p> <p>Make a treasure map (17)</p> <p>Make a sandwich (6) for the end of year teddy bears picnic (20).</p> <p>Make paper boats (10)</p> <p>Post a letter from the seaside (13)</p>