


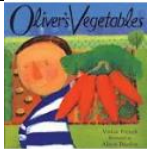



At Red Hall we are committed to offering a broad, balance and engaging curriculum. We will ensure that we have a holisitc approach to school life which acknowledges links with parents, families and the wider community. This will help to develop well rounded and resilient children. At each stage, children will be equipped with the skills, knowledge and understanding to become active world citizens. Our curriculum is dynamic, engaging and immersed in rich learning opportunities.



## Red Hall Primary School Long term planning overview Year group: R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC TITLE	Traditional Stories		Food Glorious Food		In the past	
<b>Literacy:</b> Key texts, authors and genres	  Narrative The Gingerbread Man  Non fiction Instructions Recipes Visiting the library Three Billy Goats Gruff Voices of Water- Toni Mitton	   Narrative Jack and the beanstalk Jolly Christmas postman  Non fiction Instructions Three Little Pigs Growing seeds	  Narrative Supertato The runaway Wok Mr Wolf's pancakes  Non fiction Biographies Wanted evil pea posters Poetry Weekly rhymes.	  Narrative Oliver's Vegetables Oliver's smoothies  Non fiction Information text Healthy lunchboxes Poetry Rhythm of life by Michael Rosen	  Narrative Harry and his bucket of dinosaurs  Non fiction Recount Instructions Poetry Weekly rhymes.	  Narrative The little green dinosaur  Non fiction Information text Thank you letters Invitations Poetry Caribbean counting poem
<b>Physical Development</b>	<b>Gross Motor:</b> Yoga, character movements, obstacle courses, Parachute games Outdoor area /PD sessions–negotiate space Balance and co-ordination –vehicles, climbing frame, co-ordination songs/rhymes/games. <b>Fine Motor:</b> Funky fingers activities, scissor skills, use of paintbrushes, drawing skills, pencil control and handwriting linked to handwriting families. In the Autumn term, children should be allowed to write (at times) lying on their tummy's, leaning on elbows with their legs straight.		<b>Gross Motor:</b> Brain gym: incorporate activities at the end of carpet time activities. Activities to stimulate proprioceptors (proprioception underpins coordination): applying pressure, tummy crawling, slither, climbing, jumping, tug of war, pushing and pulling, digging, weight bearing, carrying heavy things, running, skipping, hanging on arms. Activities to stimulate vestibular system (balance): hanging upside down, crawling on hands and knees, spinning, falling, rolling, sliding.		<b>Gross Motor:</b> In addition to Spring Term activities: Learn rules to team games. Learn rules and instructions to lead parachute games. Make up own games. <b>Fine Motor:</b> Ensure children can correctly form each letter of the alphabet (most of which are formed correctly –EYFS ELG Writing link) Reinforce handwriting families to ensure correct formation. Reinforce confident use of tool e.g. scissors, pencils, paintbrushes, drawing skills.	

	Get Moving programme for children identified as needing support with gross motor skills. Intervention groups –target fine/gross motor skills e.g. funky fingers/individual dough pots		Use trikes, scooters, balance bikes, walkers. Use bats and balls. Throw ball to each other. Football. Walk and balance on beams. Balance bean bag on you head.. Weave in and out of cones. <b>Fine motor</b> continued as outlined in previous term –extending through handwriting programme. Bike ability			
PSED	Explain the reasons for rules. Hygiene and hand washing. Who is important to me? My family is special. Proud clouds. We are all different. Recognising emotions.	CREATE: Caring Respect Enjoyment Aspire Trust Equality	Positive growth mindset: I can achieve whatever I want. Being a safe pedestrian—how do I cross the road safely? NSPCC PANTS.	Water safety. Stranger danger. Teeth and dental hygiene. All about kindness.	British values: Democracy Rule of Law Respect and Tolerance Individual Liberty	Sun safety. Transition
Understanding the world	People, Culture and Communities My Family People in the community and their jobs Map work  Religious beliefs and celebrations—Diwali	People, Culture and Communities Places of worship Compare life in UK to other countries  Religious beliefs and celebrations—Christmas	The Natural World Seasons Explore the natural world Nature Natural processes—ice melting, vibrations, light travel, shadows, magnets, floating & sinking  Religious beliefs and celebrations—Chinese New Year	The Natural World Contrasting environments within UK Plants and Animals Senses outdoors  Religious beliefs and celebrations—Mother’s Day	Past and Present Dinosaurs Timeline of our lives  Religious beliefs and celebrations—St. Georges Day and Ramadan The past—objects, events, places	Past and Present Add to timeline historical events  Religious beliefs and celebrations—Father’s Day
Maths	All About Me – ages, favourite colour, counting, patterns,	It’s Me 123 – numbers 1, 2 and 3, sorting, counting, subitising, 1	Alive in 5 – composition of 5, equal and unequal	Building 9 and 10 - composition of 9 and 10, ordering to 10,	To 20 and beyond – number patterns, matching pictures to	Find my pattern – doubling, sharing,

	<p>favourite books, puzzles, favourite nursery rhymes, positional language and sequencing</p> <p>Just Like Me – matching, sorting, comparing sizes, continuing patterns and spotting mistakes in patterns</p>	<p>more/less, 2D shapes, positional language</p> <p>Light and Dark – numbers 4 and 5, day and night, 2D shapes, sequencing events</p>	<p>groups, how many altogether? How many are hiding? Capacity, measuring ingredients</p> <p>Growing 6, 7, 8 – Number 6, 8 and 8, combining 2 groups, adding more, measuring and comparing height, measuring time</p>	<p>counting backwards from 10, 3D shape, movement patterns</p> <p>Consolidation – Composition of 5, equal and unequal groups, measurement, zero, length and height, 3D shapes, patterns</p>	<p>numerals, ten frame fill and ten frame subtraction, ordering numerals to 20, match and fill</p> <p>First, then and now – counting on, adding more, take away, making new shapes, pattern blocks</p>	<p>grouping, odd and even numbers</p> <p>On the move – adding and subtracting, problem solving, comparing numbers, number bonds, maps, journeys</p>
EAD	<p>Children to join a range of materials using different methods.</p> <p>Artist focus – Kandinsky Being imaginative and expressive – singing, dance and role play is throughout the year.</p>	<p>To be taught safety, care and precision when using a range of tools.</p>	<p>Develop painting skills. Become independent at using painting resources. Artist focus – Van Gogh</p>	<p>Work on colour mixing. Develop printing skills.</p>	<p>Explore malleable materials</p> <p>Artist focus - Klimt</p>	<p>Explore malleable materials</p>
Parental involvement	<p>Welcome session – how can we support our child? Autumn Term Homework Pack</p>	<p>Locality visits –parental support</p> <p>Creative Christmas – craft/workshop/ Sing-along</p>	<p>Parent Share session—reading</p> <p>Superhero Day</p>	<p>Parent Share session— Easter craft</p> <p>Easter Bonnet parade</p>	<p>Parent / child EYFS sports picnic</p>	<p>Transition Information - Parental support</p> <p>Graduation performance</p>
Additional enrichment and experiences	<p>Harvest</p> <p>Local Visits –Gornal Village / Library</p>	<p>Diwali</p> <p>Remembrance Sunday</p> <p>Christmas</p>	<p>Chinese New Year— food tasting</p> <p>Pancake Day—making pancakes</p> <p>World Book Day</p> <p>Road Safety Visitors</p>	<p>Mother's Day</p> <p>Easter</p>	<p>St George's Day – Visit to church</p> <p>Ramadan</p>	<p>Father's Day</p> <p>Visit to West Midlands Safari Park- dinosaur world</p>

