



Primary School – EYFS/KS1 – Caterpillar Class Long-term Plan 2022-2023

2022 - 2023	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic <i>(Suggested by pupils in taster session – flexible)</i>	Me and my home	Bits and pieces	Dinosaurs	Holidays	We're going on a _____ hunt?	Film (farm linked)
Possible Texts	<i>Traditional stories / authors</i> <i>Traditional tales - Goldilocks / three pigs / Jack and the Beanstalk.</i> <i>Julia Donaldson texts</i> <i>Plus alternatives to traditional - compare - what has changed?</i> <i>Setting? Characters?</i>	Tanka, Tanka Skunk (POR) The Leopard's Drum (POR)	Non-fiction - dinosaurs Dinosaurumpus 10 dinosaurs Harry and the Bucketful of Dinosaurs (LS+) Other texts	Winnie at the seaside	We're going a bear hunt / lion hunt? (POR) Clean up Billy's Bucket (POR) Other texts	I will never, not ever, eat a tomato (POR) Handa's Surprise (POR) The Gigantic Turnip (POR) What the Ladybird Heard (POR)
Children's Interests (Mind map children's ideas / interests – Scribble in)	Need – Children to talk / develop early language skills. Social schools	Children very into creative - look at developing skills - offer new opportunities.	Some children could name some and some could not.	Talking about holidays in class	Creating on stories on a repetitive story	Free as end of year - how have children developed? Needs? Interests?
Prime Areas						
Communication and Language – Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive					



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	questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
ELG	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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 conversations when engaged in back and forth exchanges with their teachers and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations as to why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experience using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher. 					
<p>N/C: Speaking and Listening EN1</p> <p>Year 1/2</p> <p><i>Speaking and listening requirements have been chosen and worded to match the year group.</i></p> <ul style="list-style-type: none"> Pupils will have the opportunities to work in small groups, pairs, individually and as a whole class. 	<ul style="list-style-type: none"> Listen and respond to adults and peers. Ask relevant questions Use a range of vocabulary Share feelings Maintain attention and participate fully Speak audibly and fluently using standard English Listen to others ideas. 	<ul style="list-style-type: none"> Listen and respond to adults and peers. Ask relevant questions Use a range of vocabulary Share feelings Maintain attention and participate fully Speak audibly and fluently using standard English Listen to others ideas. 	<ul style="list-style-type: none"> Listen and respond to adults and peers. Ask relevant questions Use a range of vocabulary Share feelings Maintain attention and participate fully Speak audibly and fluently using standard English Listen to others ideas. 	<ul style="list-style-type: none"> Listen and respond to adults and peers. Ask relevant questions Use a range of vocabulary Share feelings Maintain attention and participate fully Speak audibly and fluently using standard English Listen to others ideas. 	<ul style="list-style-type: none"> Listen and respond to adults and peers. Ask relevant questions Use a range of vocabulary Share feelings Maintain attention and participate fully Speak audibly and fluently using standard English Listen to others ideas. 	<ul style="list-style-type: none"> Listen and respond to adults and peers. Ask relevant questions Use a range of vocabulary Share feelings Maintain attention and participate fully Speak audibly and fluently using standard English Listen to others ideas.



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<ul style="list-style-type: none"> Pupils will develop their understanding and use of vocabulary Pupils will be given feedback on their speaking and listening skills of next steps. 												
Physical Development Educational Programme	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>											
ELG	<p>Gross Motor</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing; Move energetically, such as running, jumping, hopping, dancing, skipping and climbing. <p>Fine Motor</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparations for fluent writing – using the tripod grip in nearly all cases. Use a range of small tools, including paint brushes, scissors and cutlery. Begin to show accuracy and care when drawing. 											
	Write Dance	B	Ball skills	Gym	Multi-skills	Games	Athletics					
	Beam		Balls	Dance	Gym	Dance	Athletics					
Year Ones PE N/C – <ul style="list-style-type: none"> Develop fundamental skills 	N/C Games master basic movements including running, jumping, throwing and catching, as		N/C Gymnastics master basic movements including running, jumping, throwing and		N/C: Dance perform dances using simple movement patterns.		N/C Gymnastics master basic movements including running, jumping, throwing and		N/C: Dance perform dances using simple movement patterns.		N/C master basic movements including running, jumping,	



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<ul style="list-style-type: none"> • Compete against others and themselves • Build agility, balance and co-ordination skills. • AFL Levels PE • Y1 copy talk about • Y2 remember 	<p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>N/C Gymnastics master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>participate in team games, developing simple tactics for attacking and defending</p>	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
<p>Personal, Social and Emotional Development Educational Programme</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>ELG</p>	<p>Self – Regulation</p> <ul style="list-style-type: none"> • Show an understanding for their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions, involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons 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>Making Relationships</p> <ul style="list-style-type: none"> • Work and play co-operatively and take turns with others. • Form positive attachments to adults and friendships with peers • Show sensitively to their own and to others needs. 					



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<p>N/C: PSHE (New 2020 curriculum) See plan.</p>	<p>Living the wider world</p>	<p>Health and Well-being</p>	<p>Relationships</p>	<p>Living in the wider world</p>	<p>Relationships</p>	<p>Health and Well-being</p>
<p>Specific Areas</p>						
<p>Literacy Educational Programme</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
<p>ELG</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate an understanding of what has been read 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, poems and during role-play. <p>Word – Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter of the alphabet and at least 10 diagraphs. • Read words consistent with their phonics knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters – most of which are correctly formed. • Spell words by identifying sounds within them and representing the sound with a letter or letters. • Write simple phrases and sentences that can be read by others. 					
<p>Genre Focus</p>	<p><i>Traditional Tales</i> <i>Labels / lists and captions.</i></p>	<p><i>Instructions</i> <i>Information Texts / non-fiction texts</i></p>	<p><i>Non-Fiction books</i> <i>Poems</i></p>	<p><i>Stories from different cultures / countries</i> <i>Recount</i></p>	<p><i>Non-fiction books</i> <i>Dictionary</i> <i>Fairy Tales / Traditional Tales</i></p>	<p><i>Instructions</i> <i>Poems</i> <i>Recount</i></p>



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	Rhymes	Stories – fantasy setting			Myths and legends	
Year One: Word Level Comprehension On Going – elements featured in all lessons	<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings• read other words of more than one syllable that contain taught GPCs• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• re-read these books to build up their fluency and confidence in word reading					
Year Two	<ul style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• read accurately words of two or more syllables that contain the same graphemes as above• read words containing common suffixes					



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	<ul style="list-style-type: none">• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• re-read these books to build up their fluency and confidence in word reading.
Year One: Reading	<ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• being encouraged to link what they read or hear read to their own experiences• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics• recognising and joining in with predictable phrases• learning to appreciate rhymes and poems, and to recite some by heart• discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those they listen to by:• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what is being said and done• predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• Explain clearly their understanding of what is read to them.
Y2 - Comprehension	<ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• discussing the sequence of events in books and how items of information are related• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales• being introduced to non-fiction books that are structured in different ways• recognising simple recurring literary language in stories and poetry



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	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p>Year One:</p> <p>Spelling Name letters of the alphabet <i>Spell common exception words</i> <i>Use letter names to distinguish between spelling families.</i> Spell days of the week Use very common prefixes and suffixes <i>Form lower case letters correctly</i> Form capital letters and digits</p>	<p>Composition</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Handwriting</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<p>Y2 Composition</p>	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by:



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<p>Spelling segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing about real events• writing poetry• writing for different purposes• consider what they are going to write before beginning by:• planning or saying out loud what they are going to write about• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence• make simple additions, revisions and corrections to their own writing by:• evaluating their writing with the teacher and other pupils• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• read aloud what they have written with appropriate intonation to make the meaning clear. <p>Handwriting</p> <ul style="list-style-type: none">• form lower-case letters of the correct size relative to one another• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters• use spacing between words that reflects the size of the letters.
<p>Y1 Vocabulary, Grammar and Punctuation Features in all writing</p>	<ul style="list-style-type: none">• leaving spaces between words• joining words and joining clauses using and• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'• learning the grammar for year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 in discussing their writing.



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<p>Y2 Vocabulary, Grammar and Punctuation Features in all writing</p>	<ul style="list-style-type: none">• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)• learn how to use:• sentences with different forms: statement, question, exclamation, command• expanded noun phrases to describe and specify [for example, the blue butterfly]• the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• the grammar for year 2 in English Appendix 2• some features of written Standard English• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<p>Mathematics Educational Programme</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>
<p>ELG</p>	<p>Number</p> <ul style="list-style-type: none">• Have a deep understanding of the numbers to 10; including the composition of each number.• Subitise (recognise the number without counting) to 5.• Automatically recall (without reference to rhyme, counting or other aids.) Number bonds to 5 (including subtraction) and some number bonds to 10, including doubles. <p>Numerical Patterns</p> <ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.• Compare quantities upto 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantity.



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	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 					
<p>Year 1/2</p> <p>Key Questions – Apply and Reasoning in all Lessons!</p>	<p>What would come next...? What is wrong with...? Show me an example of...? Convince me that.... Why is this wrong? Explain why you can't...</p>					
<p>Number and Place Value Y1</p>	<p>read and write numbers from 1 to 20 in numerals</p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line</p>	<p>read and write numbers from 1 to 20 in numerals use the language of: equal to, more than, less than (fewer), most, least</p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line</p>	<p>read and write numbers from 1 to 20 in numerals</p> <p>count to and across 100, forwards and backwards from any given number</p> <p>count in multiples of twos, fives and tens</p>	<p>count, read and write numbers to 100 in numerals</p> <p>count to and across 100, forwards and backwards from any given number</p> <p>count in multiples of twos, fives and tens</p>	<p>count, read and write numbers to 100 in numerals</p> <p>count in multiples of twos, fives and tens</p>	<p>count, read and write numbers to 100 in numerals</p> <p>count in multiples of twos, fives and tens</p>
<p>Year 2</p> <p>(Although spread across the 6 terms – links made at all times – shows main focus)</p>	<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>recognise the place value of each digit</p>	<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p>compare and order numbers from 0 up to 100; use and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p>	<p>compare and order numbers from 0 up to 100; use and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p>	<p>compare and order numbers from 0 up to 100; use and = signs</p> <p>read and write numbers to at least 100 in numerals and in words</p>



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	in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations, including the number line	use place value and number facts to solve problems.	use place value and number facts to solve problems.	use place value and number facts to solve problems.
Addition and Subtraction- Y1 <i>Covered each term increasing the complexity – deepen understanding!</i>	<ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 					
Year 2	<ul style="list-style-type: none"> • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 					
Multiplication and Division Y1				solve one-step problems involving multiplication and division, by calculating	solve one-step problems involving multiplication and division, by calculating the	solve one-step problems involving multiplication and division, by calculating the



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				the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	answer using concrete objects, pictorial representations and arrays with the support of the teacher.	answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Year Two	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, * /	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, * /	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, * /	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, * /
Fractions Y1	recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Year 2	recognise, find, name and write	recognise, find, name and write fractions $1/3$	recognise, find, name and write fractions $1/3$ /	recognise, find, name and write fractions $1/3$	recognise, find, name and write fractions $1/3$ /	recognise, find, name and write fractions $1/3$ / $2/4$



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	<p>fractions $\frac{1}{3}$ / $\frac{1}{4}$ / $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>$\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>$\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>
<p>Measurement Y1</p> <p>On-going daily recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>compare, describe and solve practical problems for</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] <p>measure and begin to record the following: non-standard units</p> <ul style="list-style-type: none"> lengths and heights capacity and volume <p>sequence events in chronological order using language [for</p>	<p>recognise and know the value of different denominations of coins and notes</p>	<p>compare, describe and solve practical problems for</p> <ul style="list-style-type: none"> mass/weight [for example, heavy/light, heavier than, lighter than] time [for example, quicker, slower, earlier, later] <p>measure and begin to record the following: non-standard units</p> <ul style="list-style-type: none"> mass/weight time (hours, minutes, seconds) 	<p>recognise and know the value of different denominations of coins and notes</p>	<p>compare, describe and solve practical problems for</p> <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] mass/weight <p>measure and begin to record the following: Standard units</p> <ul style="list-style-type: none"> lengths and heights capacity and volume mass/weight time (hours, minutes, seconds) 	<p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and</p>



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	example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]					
Year 2 compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these time know the number of minutes in an hour and the number of hours in a day.	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Geometry: Shapes	<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 					
Year 2	<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects 					



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Position and direction	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Year 2	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).
Year 2 Statistics	<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.
Understanding the world Educational Programme N/C 2014 Science History Geography Computing RE (See Kent Syllabus - ASPIRE plan)	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
ELG	<p>Past and Present</p> <ul style="list-style-type: none"> 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 things now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and story telling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.



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	<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. <p>The Natural World</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants.• Know some similarities and differences of the natural world around them and contrasting environments, drawing on their experience and what has been read in class.• Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.
Science Working Scientifically	<ul style="list-style-type: none">• asking simple questions and recognising that they can be answered in different ways• observing closely, using simple equipment• performing simple tests• identifying and classifying• using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions.



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<p>Science Y1 Working scientifically goes across all terms and topics. (See N/C 2014 for ideas)</p>	<p>Seasonal Changes (On-going) Physics</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Animals including humans</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense. 	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 	<p>Seasonal Changes (On-going) Physics</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. 	<p>Seasonal Changes (On-going) Physics</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. <p>Seasonal Changes (On-going) Physics</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
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Year 2 Science Taught as a year group	Animals including humans	Animals including humans	Materials identify and compare the suitability of a variety of	Materials identify and compare the suitability of a variety of	Plants	Living things



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	notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	observe and describe how seeds and bulbs grow into mature plants	identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Plants observe and describe how seeds and bulbs grow into mature plants
History Y1/2 <i>Key Skills</i> <ul style="list-style-type: none"> • Understand where people, events fit in chronological order. • Look and discuss similarities and differences. • Ask and answer questions. • Use a range of sources 	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Compare homes from different cultures - GRT and times.		Significant events beyond living memory - Mary Anning	Changes in an aspect of national life - seaside holidays		
Yr1 / 2 Geography		Locational Knowledge Name and locate 5 continents and 7 oceans. Geographical skills and fieldwork		Contrasting Locality and physical/human features Mapping	<ul style="list-style-type: none"> • Local mapping • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and 	Physical/human features <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to:



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		<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 		<p>4 countries of the UK and their capital cities and surrounding seas</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>physical features of its surrounding environment.</p>	<ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
<p>Computing Yr1/2 On-going through all terms</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> Technology around us recognise common uses of information technology beyond school 	<p>Creating media - digital printing</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> Data Grouping use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> Programming a robot understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions use logical reasoning to predict the 	<ul style="list-style-type: none"> Introduction to animation understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions use logical reasoning to predict the 	<p>Creating media - digital writing</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>



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				behaviour of simple programs	behaviour of simple programs	
UB - see curriculum map						
Expressive arts and design Educational Programme N/C 2014 D&T Art Music	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
ELG	<p>Creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining their process they have used. • Make use of props and materials when role playing characters in stories and narratives. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and create narratives and stories with peers and their teachers. • 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. 					



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<p>Y1/2 Design and Technology (on-going)</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>Design (Part of each terms theme)</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components <p>Evaluate explore and evaluate a range of existing products</p> <ul style="list-style-type: none"> evaluate their ideas and products against design criteria 	<p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including ingredients, according to their characteristics 		<p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including ingredients, according to their characteristics 			<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
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<p>Y1/ Y2 Art and Design</p> <p>Work of artist (throughout the year)</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		<p>Art and Design Skills</p> <p>Colour and Pattern Shape / sculpture to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>Elements of Art Colour and Pattern Texture / line / shape to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Painting to use a range of materials creatively to design and make products</p>	<p>Landscape using different media Clay - Sculpture to use a range of materials creatively to design and make products line, shape, form to use a range of materials creatively to design and make products</p>	
<p>Yr1 / 2 Music</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Musical stories</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Pulse and Rhythm</p> <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Dynamics and tempo</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically 	<p>Musical vocab</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Summer - Big Band</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically 	<p>Singing, rehearsal and performance</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes