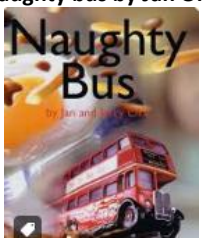
Panda Class Long Term Plan

Leigh Primary School – 2025-2026

'Sharing, Caring and Learning Together'

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Celebrations	People and animals who help us	The world around me	Traditional Tales	Journey and changes
Maths	• Match, sort, compare • Talk about measure and pattern • It's me 123 • Circles and triangles • 1-5 • Shapes with 4 sides		• Alive in 5 • Mass and capicity • Growing 6,7,8 • Length, height and time • Building 9 and 10 • Explore 3D shapes		• To 20 and beyond • How many now • Manipulate, compose, decompose • Sharing and grouping • Visualise, build and map • Make connections	
Quality Text	**Core text:** **The Gingerbread man** **Mara Alpperin** **All about me text:** **Colour monsters -** Anna Llenas **The Colour monster Doctor-** Anna Lienas. **Our Class is a Family** **What makes me a me? -** Ben Faulks **You choose –** Pippa Goodhart and Nick Sharratt **Peace at last -** Jill Murphey **Owl babies -** Martin Waddell **We're going on a leaf hunt –** Steve Metzger **Leaf man -** Kois Ehlert **Stickman -** Julia Donaldson	**Core text:** **I'm going to eat this ant** **Chris Naylor Ballesteros** **Celebration text:** Kipper's Birthday Rama and Sita The Christmas Story Poppies in a field	**Core text:** **Naughty bus by Jan Oke**  **People and animals who help text:** **I love Chinese New Year** – Eva Wong Nava **Luna New Year Around the World -** Amanda Li **The hospital dog and Detective dog -** Julia Donaldson **Hello Goodbye Dog** – Maria Gianferrari **Octopus Shocktopus** – Peter Bentley	**Core text:** **Hattie Peck: The journey home** **Emma Levey** **The world around me text:** Julia Donaldson: Smeds and the Smoos The snail and whale The Gruffalo Tiddler The smartest giant in town We're going on a bear hunt	**Core text:** **The whale who wanted more** **Rachel Bright** **Traditional tales text:** The three little pigs Goldilocks and the three bears Three Billy Goats Gruff Jack and the Beanstalk	**Core text:** **Supertato by Sue Hendra** **Journey and changes text:** The Hungry Caterpillar Monkey Puzzle Journey The tiny seed What the ladybird heard,
Phonics	Little Wandle- Autumn 1	Little Wandle- Autumn 2	Little Wandle- Spring 1	Little Wandle- Spring 2	Little Wandle- Summer 1	Little Wandle- Summer 2

Writing	**All text:** **Writing outcome:** Depict the main story using between 3 and 5 images **Writing Skill** Emergent writing. Meanings to marks name writing focus. Writing graphemes and tricky/decodable words. linked to LW Progression Handwriting –patterns and lines, Pencil grip. letter formation linked to LW SSP progression, s,a,t,l,p,n,m,d,o,g,c,k,ck,e,u,r,h,b, f,l *(Working within the reception child of development matters.)*	**All text**: **Writing outcome:** Label a plan and attempt to write a simple caption Birthday invitations, cards, lists Letters to Santa **Writing Skill:** Emergent writing Own ideas- mark making. Recognisable letters initial/CVC words Writing graphemes, digraphs and tricky/decodable words. linked to LW Progression ff ll ss j v w x y z zz qu ch sh th ng nk Handwriting- Patterns and lines, pencil grip *(Working within the reception child of development matters.*	**All Text:** **Writing outcome** Create a story map and writing captions **Writing skills** Composition-Orally compose sentence. writing Familiar words Spelling- build cvc, cvvc words and tricky words. Writing graphemes, digraphs and tricky/decodable words. linked to LW Progression ai ee igh oa oo oo ar or ur ow oi ear air er Handwriting- Letter formation, pencil grip *(Working within the reception child of development matters.*	**All Text:** **Writing outcome:** Retell and rewrite the story Rhyming, Lists, Rhyming and poetry **Writing Skills-** Composition- finger spaces. Begin to use sentences. Handwriting- Letter formation, Capital letters *(Working within the reception child of development matters)*	**All Text:** **Writing outcomes:** Retell and rewrite the story Sequencing/ story mapping **Writing skills-** Composition– capital letters and full stops Composition – narrative, different text forms Handwriting- Letter formation, capital letters (writing Early learning goal)	**All text:** **Writing outcome:** Retell and rewrite the story Writing simple sentences (picture cues or writing). **Writing Skills-** Composition– capital letters and full stops (Lego Sentence). Composition – narrative, different text forms Handwriting- Letter formation, capital letters (writing Early learning goal)
Reading	**Vocabulary:** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (Comprehension ELG) **Inference:** Understand the past through settings, characters and events encountered in books read in class and storytelling. (Past and Present ELG) **Prediction:** Anticipate – where appropriate – key events in stories. (Comprehension ELG) **Explanation:** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (Speaking ELG) **Retrieval:** Make comments about what they have heard and ask questions to clarify their understanding. (Listening, Attention, Understanding ELG) **Sequence:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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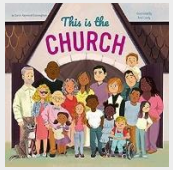
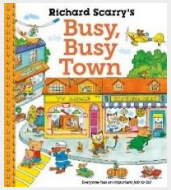
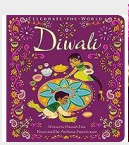
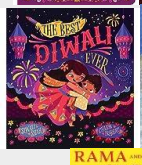
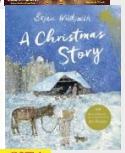
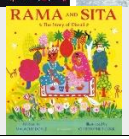
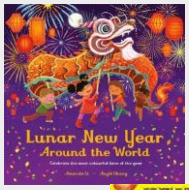
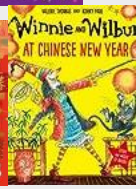
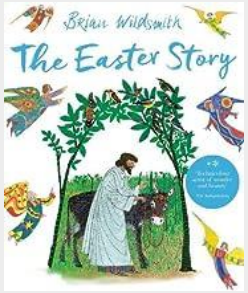
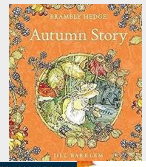
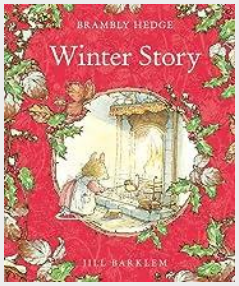
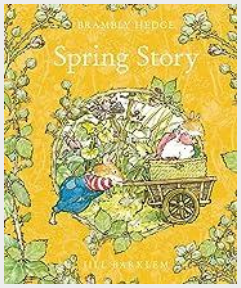
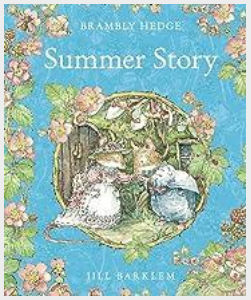
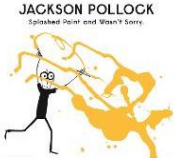
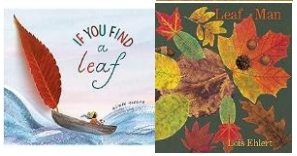
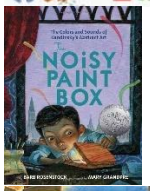
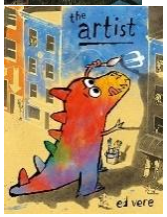
Maths	• identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured. • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger ones • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts		• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		• continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	
UTW	**People themselves their own family- their own family and their own history** **Victorians and how the house and where we live is different** • **The growing Story** • **My Two Grannie** • **The Family Tree** • **Once there were giants** • **When I was Young** • **I remember** • **When I was a child** 	**Guy Fawkes and Bonfire night Events - Observe, describe and research events e.g. Christmas, Diwali, Remembrance Day.** • **The Gunpowder Plot Tommy Twig tree** 			**Past/ present- how people used to live in the past**	
	Environment- new environments. Explore new natural world around them. 	**Places- special places in the local area**  **Peek inside farm**	**Visitors, Other People- Occupations, local community.**  **Richard Scarry books**	**Looking at different types of environments around the world and how they are different to where we live.** **One day series of books**	**Looking at different parts of the world- using maps and globes** **Features of other places in the wider world** **Gingerbread Man travels. Human and Physical Features- In environment. Maps- Use maps to find information** 	**How we look after the world around us**

	Harvest	**Features of other places in the wider world- celebrations/ festivals Diwali & Christmas**	**Chinese New Year**	**Easter**		
	   	   	 			
	Autumn- seasonal change		Plants and animals Environment explore and observe local environment Winter –seasonal change	Spring- seasonal change		Life cycle and change, observational skills in relation to natural environment Summer -seasonal change
Resources	 **Jumbo Forest Animals Wildlife playset**					

Strands linked to year 1	**Science -** Seasonal Change **Geography -** Local Area **History -** In Year 1 they look at changes over time in regard to toys, transport and the seaside focusing on Victorians and thus looking at familiar setting of the home and changes over time will support this. They will study artefacts and have hands on experience of what they tell them about the past.	RE – Children will look at celebrations of Diwali, New Year and Christmas and develop an understanding of festivals to support deeper learning of Christian and Hindu belief in Year 1.	**Science -** Seasonal Change	**Science -** Seasonal Change **Geography -** Local Area in preparation for leaning about their place in the United Kingdom in Year 1. Literacy – Literacy books and learning about environments will support children to develop vocabulary to make comparisons and apply this to their geographical learning.	**Geography –** Children will gain an understanding through looking at maps and stories that landscapes vary and know some geographical vocabulary that they can apply when studying the United Kingdom landscapes as well as the Seaside in History.	**Science -** Seasonal Change Science – Children will engage in growing plants and recording this process as well as studying the lifecycles of animals such as the frog and chick. This will support their deeper learning in Year 1 alongside their study of the local environment to compare/contrast/classify plants as well as animals. Their practical play in relation to a variety of world environments will enable them to have wide experience of animal types to enable them to begin to classify them in Year 1.
ICT Purple Mash- Mini mash used during provision.	Audio – listening games, 2Beat. Simple City- my neighbourhood	Mashcams-add image and text (adult support). 2paint Maths city- number bonds and addition to 5	2email and 2respond Simple city Online safety	2Connect-reflect and revisit learning. Maths city- number bonds and addition to 10.	2create a story Fairytale slideshow Mashcams add text and image	Data handling – 2Count and 2Graph Simple city mapping
RE	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	SALVATION Why do Christians put a cross in an Easter garden?	Which stories are special and why? (Old Testament)	Which stories are special and why? (world faiths)
Resources		RE: Christmas stories from library	RE: Christianity stories from library	RE: Christianity Stories from library	RE: Christianity Stories from library	RE – All religion sections
PE	Beam Games	Games Dance	Games Gymnastics	Games Dance	Games Gymnastics	Tennis

PSED	School and class rules Settling into school Express their feelings- share and show how they feel Manage – adapt behaviour to new routine. Self-Awareness- all about me. Confidence in new situation. Responsibility belongings. Self care and safety Build new friendships. Work together – understand simple rules.	Communication – recall experiences, make choices. Understand how others feel- share experiences similar and different Independence - resources. Confidence-try new activities and making choices. Responsibility – class resources. Communicate own needs. Working together collaboration tasks (focus on sharing and turn taking).	Communication – own needs and listen to others. Manage feelings and behaviour /ndependence-tasks and learning to learn. Communication – listen, speak, reflect, respond. Social skills and positive interactions with others. Use language in play.	Express feelings – pride in achievements. Active learning Self-Awareness – strengths /weaknesses. Responsibility- care and concern. Communication – explain own knowledge and understanding.	Manage – work with and negotiate with others Understand how others feel- empathy Independence – work on own and with others. Communications to negotiate and plan. Work together collaboration and being considerate to the needs of others.	Manage – adapt behaviour for new transition situation Understand feelings about transition Confidence – seek a challenge. Independence around Self care and safety Work together – take on other's ideas. Use language – planning play.
CLL	• Learning routines / transition signals. Communication engage in conversation. Respond to 'where', 'how', 'why' questions about self. Follow instructions • Answering questions. Speaking in sentences about me and my life at home. Communication events	• Communication about familiar people and events. Respond to events and provocations Listen and Attention building skill. • Communication- take turns to listen and speak Questioning. Communication	• Maintain attention Responds appropriately. Respond to and ask questions. Respond to and interact with others. • Uses tenses in conversations. Reasoning-why things happen well-formed sentences. Questioning to extend learning.	• Two channelled attention. Respond to others with relevant comments. Follow complex instructions. • Clarify thinking and using talk to connect ideas and work out problems. Using sentences- well formed, Ask questions to extend learning	• Listen to stories with enjoyment and respond. Communicate about characters in stories. Respond to and answer 'how' and 'why' questions in response to stories. • Narrative-use language of traditional tales to imagine and recreate ideas. Speaking in sentences details	• Listen in new situations and in larger groups. Respond to and answer questions in response to ideas and events. • Questioning facts and information. Clarify thinking through talk to connect ideas. Future tense • Transition.
Expressive Art and Design	**Children will be exposed to Art, music and drama on a daily basis.** • Drawing – early mark-making, self-portraits (look closely) Collage Physical skill • Andy Goldsworthy artist- linked to Autumn. • Autumn pictures- linked to leaf man. • Role play Creative Small world- Own experiences Working towards creative with media ELG	**Children will be exposed to Art, music and drama on a daily basis.** • Painting – colour mixing Painting - printing. • Songs for Christmas show • Jackson Pollock- fireworks  • Creative Role play/Small World Stories/Own experiences and ideas. Themes and interests: celebrations and festivals Working towards Being imaginative and Expressive ELG	**Children will be exposed to Art, music and drama on a daily basis.** • Themes and Interests- landscapes and environments • Kandinsky art/ investigating the job of an artist Working towards creative with media ELG	**Children will be exposed to Art, music and drama on a daily basis.** • Joining techniques Using resources, tools and equipment • Themes and Interests- landscapes and environments	**Children will be exposed to Art, music and drama on a daily basis.** • Themes and Interests- landscapes and environments • Role play, props and drama Working towards Being imaginative and Expressive ELG	**Children will be exposed to Art, music and drama on a daily basis.** • Developing Art Processes through collaboration and reflection • Design, make and evaluate
Music	I've Got a Grumpy Face (6) The Sorcerer's Apprentice (6)	Witch, witch Christmas music	Row, row, row your boat Cuckoo Polka	Shake My Sillies Out Up and Down	5 Fine Bumblebees Down There Under The Sea	It's Oh So Quiet Slap, Clap,Clap

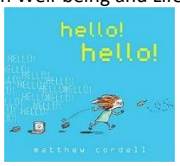
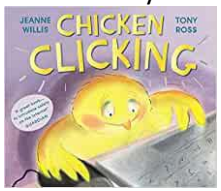
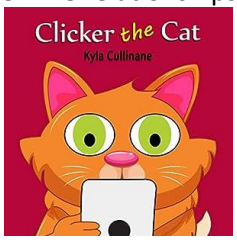
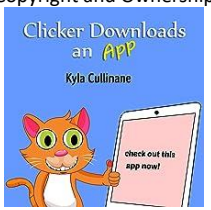
Resources	  Natural Materials – Sponges, precious stones, sticks, leaves, agate, acorns/seeds, leaf stamps, tree stamps, stones, natural wood, shells, rattan balls, The Stick Man toy, Woodland Animal sets	 Blowers in art cupboard for spraying paint, glitter Nativity Playset Rangoli stencils Flowers for making Rangoli patterns on the floor Coloured sand could be ordered/coloured rice	  	Making habitats such as Jungle, Desert, Ocean and Arctic Creatures and plant toys to create habitats	Making Rivers, rockpools, beaches linked to landscapes Natural objects and creatures to make landscapes.	 Seeds and gardening equipment to grow seasonal flowers such as sunflowers Materials to recycle
Role play corner	Home **Please note, may change due to following the children's interest**	Party/Festival theme Eg Diwali/father Christmas's workshop **Please note, may change due to following the children's interest**	People who help us Eg Doctors/ dentist/ Nurses/ Hairdresser **Please note, may change due to following the children's interest**	Making a journey Eg Train, Space **Please note, may change due to following the children's interest**	Bakery **Please note, may change due to following the children's interest**	Garden centre **Please note, may change due to following the children's interest**
Book Corner /Reading for pleasure	**Sharing books to keep in Panda Class**					
	Seasonal Autumn Stories (See below) **Halloween Stories** (See below) **Family history** (UTW) **Victorians and stories set in past** (UTW) **Autumn** (UTW) **Harvest** (UTW)	**Birthday Stories** (See below) **Diwali Stories** (see UTW) **Fireworks and light** stories (See below) **Gunpowder Plot** (UTW) **Christmas Stories** (See below)	**Occupations and local area information books** and stories (See below) **Winter Stories** and non fiction **Pet** stories	**Spring/Easter Stories** **Stories in contrasting environments** desert/arctic/jungle/ocean **Space and Boat stories**	**Map Stories** **Physical Features**/beach/rockpool/river/mountain/cave **Fairy Tales** **Traditional Tales** **Flight** stories	**Summer Stories** **Science -** Seasonal Change and Life Cycles **Growing and gardening** stories **Stories of sustainability** and looking after the environment

Online Safety

A selection of online safety picture books and discussion to ensure children know:

- What online/internet means
- What to do if they see something upsetting or confusing online
- Not to talk to strangers online or share their information
- Not to spend too much time on screens and why
- To ask permission to access the internet and to do this with an adult
- Develop an awareness of the advantages and disadvantages to using the internet

NOS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Information Online Health Well-being and Lifestyle  There are so many things to say hello to! Hello rocks! Hello leaves! Hello flowers! When Lydia comes back home she decides to show her family what she has found, and it's hello world and goodbye gadgets! When the Snaffle arrives in the city, she just wants to play, but everyone's too busy staring at their screens. The Snaffle discovers that she likes screens, too **- as a snack!** When she chomps down every last screen in the city, that's when the fun really starts . . .	Self-image and Identity  Chicken Clicking sneaks in and uses the farmers technology to buy lots of gifts. It can be used to discuss password safety, supervision, posting personal information, taking and sharing photos, meeting online friends and trust/reliability.	Online relationships  Clicker the Cat carries his tablet everywhere he goes. He'll play for hours and doesn't know when to quit. That is until his friend, Digi the dog, comes along. Follow Clicker as he learns to balance his screen time with outside play. It's a valauble lesson for any child growing up in this digtial age!	Online Safety https://www.childnet.com/resources/smartie-the-penguin/ EYFS A Story A: Seeing upsetting content, unreliable information, and being asked for personal information.	Online bullying https://www.childnet.com/resources/smartie-the-penguin/ EYFS B Story B: Adverts, searching online, and online bullying.	Privacy and Security Copyright and Ownership  A story about managing screen time and educational apps.

Characteristics of learning

Playing and Exploring- Children investigate and experience things, and 'have a go'
Active Learning- children concentrate and keep on trying if they encounter difficulties, and enjoys achievements
Creating and Thinking Critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing thing

Baseline assessment is to be carried out within the first 6 weeks of a child entering the school.