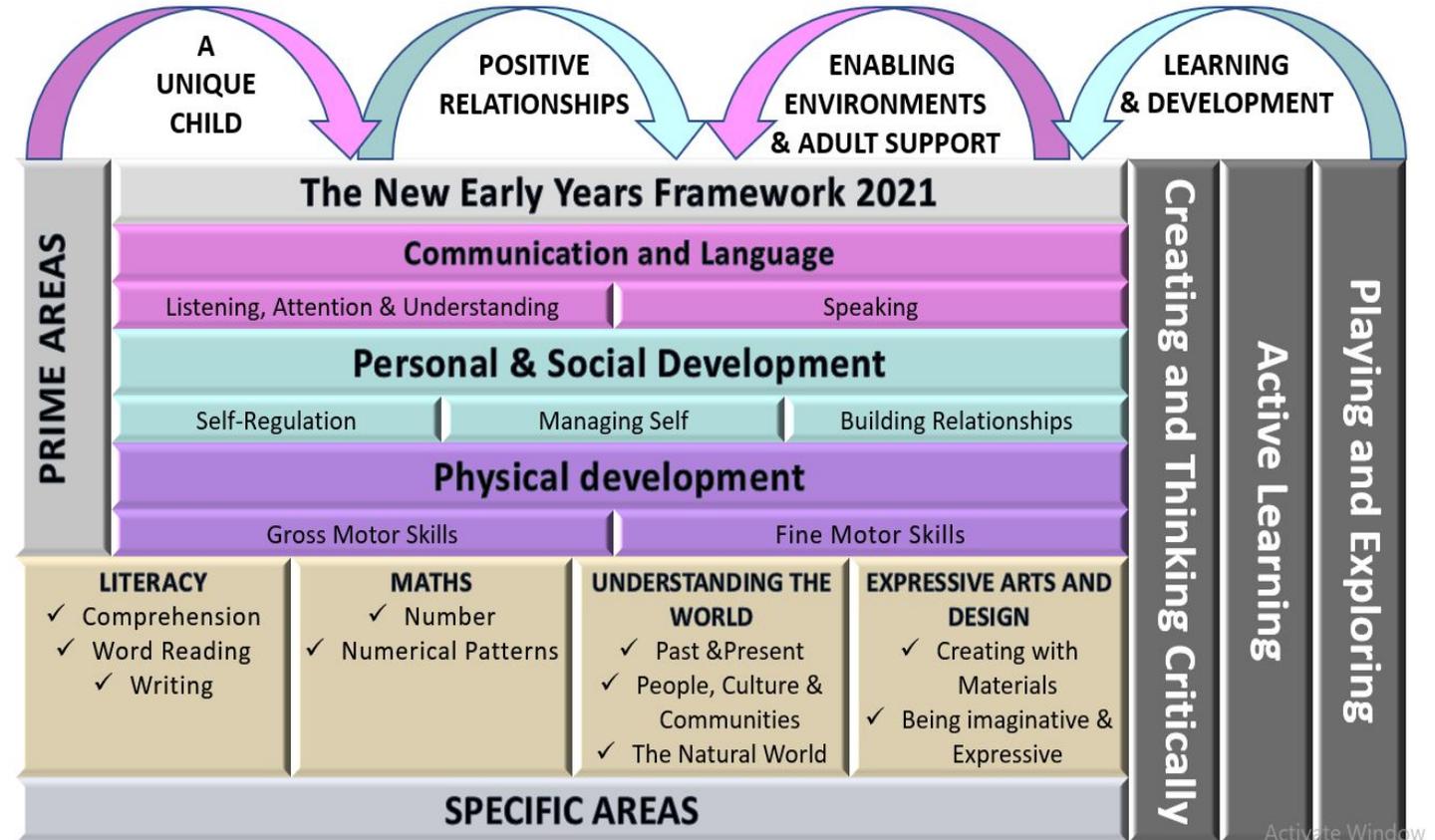


# SITHNEY COMMUNITY PRIMARY SCHOOL



## EYFS LONG TERM PLAN 21-22



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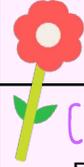
AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES  
NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION  
WELL-BEING & BEHAVIOUR FOR LEARNING

**MARVELOUS ME!**  
Starting school / my new class / New Beginnings  
Superheroes  
People who help us / Careers  
Staying healthy / Food / Human body  
How have I changed?  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Being kind / staying safe

**TERRIFIC TALES!**  
Traditional Tales  
Little Red Hen - Harvest  
Old favourites  
Familiar tales  
Library visits  
Gingerbread Man  
Cinderella  
The Nativity  
At the Panto  
Christmas Lists  
Letters to Father Christmas

**AMAZING ANIMALS!**  
Life cycles  
Safari  
Animals around the world  
Climates / Hibernation  
Down on the Farm  
Min Beasts  
Animal Arts and crafts  
Night and day animals  
Animal patterns  
David Attenborough  
Happy Habitats

**COME OUTSIDE!**  
Plants & Flowers  
Weather / seasons  
Does the moon shine?  
The great outdoors  
Forest School  
Planting seeds  
Make a sculpture: Andy Goldsworthy  
Reduce, Reuse & Recycle  
Fun Science / Materials

**TICKET TO RIDE!**  
Around the Town  
How do I get there?  
Where in the world have you been?  
Where do we live in the UK / world?  
Fly me to the moon!  
Vehicles past and Present  
Design your own transport!  
Who was Neil Armstrong?

**FUN AT THE SEASIDE!**  
Under the sea  
Off on holiday / clothes  
Where in the world shall we go?  
Send me a postcard!  
Marine life  
Fossils – Mary Anning  
Seasides in the past  
Compare: Now and then!  
Seaside art

POSSIBLE TEXTS AND 'OLD FAVOURITES'

Owl Babies  
Once there were Giants  
Stick Man  
The Smartest Giant  
The Colour Monster  
The Rainbow Fish  
Funny Bones  
The Big Book of Families  
Pete the Cat

The Jolly Postman  
Goldilocks  
Farmer Duck  
Hansel & Gretel  
The Ugly Duckling  
Christmas Story / Nativity  
Rama and Sita

The Emperors Egg  
The Very Hungry Caterpillar  
Aghh Spider!  
Tige who came to tea  
Diary of a wombat  
Elephant and the Bad Baby  
Pig in the Pond

The Tiny Seed  
Oliver's Vegetables  
Jack and the Beanstalk  
One Plastic Bag  
Jasper's Beanstalk  
Tree, Seasons come and seasons go  
A stroll through the seasons

The Snail and the Whale  
The Way back Home  
The Naughty Bus  
Mr. Gumpy's Outing  
The Train Ride  
Bob, The Man on the Moon  
Beegu  
Oi! Get off my train!

Lighthouse Keeper's Lunch  
Under the Sea Non – Fiction  
P is for Passport  
The Journey  
Zoom  
Passport to Paris  
World Atlases  
Tiddler

'WOW' MOMENTS / ENRICHMENT WEEKS

Autumn Trail  
Remembrance Day  
Nurse / Firefighter visit  
Harvest Time  
Birthdays  
Favourite Songs  
Talent show  
Roald Dahl Day  
Halloween  
What do I want to be when I grow up? Video for parents.

Guy Fawkes / Bonfire Night  
Christmas Time / Nativity  
Diwali  
Black History Month  
Remembrance day  
Road Safety  
Stories by the Fireside  
Children in Need  
Anti- Bullying Week

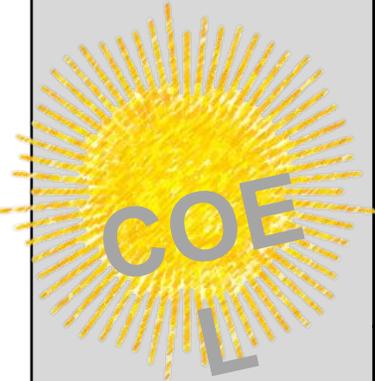
Chinese New Year  
LENT  
Story Telling Week  
Valentine's Day  
Internet Safety Day  
Animal Art week  
Let's go on Safari - An animal a day!

Walk to the park / Picnic  
Planting seeds  
Easter time  
Weather experiments  
Weather Forecast videos  
Nature Scavenger Hunt  
Vincent Van Gogh Study  
Mother's Day  
Queen's Birthday  
Science Week  
Eater Egg Hunt

Post a letter  
Food tasting – different cultures  
Map work - Find the Treasure  
Start of Ramadan  
Eid  
D-Day  
Let's fly - Role play and Green Screen

Visit to the beach  
Under the Sea – singing songs and sea shanties  
Fossil hunting  
Father's Day  
Heathy Eating Week  
World Environment Day  
Anniversary of the NHS  
Pirate Day  
Ice – Cream at the park

# EYFS LONG TERM PLAN 21-22

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GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
  	<b>Characteristics of Effective Learning</b>					
	<p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p>						
<p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>						

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BRITISH VALUES SHARING CIRCLES	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
ASSESSMENT OPPORTUNITIES	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments Key word assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments</p>	<p>GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments</p>	<p>Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings EOY data</p>
PARENTAL INVOLVEMENT	<p>Welcome meeting Tapestry involvement Parents picnic</p>	<p>Tapestry involvement Nativity Parents Evening Reading workshop?</p>	<p>Tapestry involvement Art exhibition Valentines day lunch</p>	<p>Tapestry involvement Parents Evening Easter bonnet parade</p>	<p>Tapestry involvement</p>	<p>Tapestry involvement Parents Evening End of year/Transition family Picnic</p>

# DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

BAME MAIN CHARACTERS	CULTURAL DIVERSITY	NEURODIVERSITY	PHYSICAL DISABILITIES	DIFFERENT FAMILIES
<p>SO MUCH ASTRO GIRL LULU'S FIRST DAY BABY GOES TO MARKET MOMMY SAYING FULL, FULL FULL OF LOVE 15 THINGS NOT TO DO WITH A PUPPY JABARI JUMPS IZZY GIZMO LITTLE PEOPLE BIG DREAMS BOOKS</p>	<p>THE BIG BOOK OF FAMILIES MAISIE'S SCRAPBOOK HATS OF FAITH THE JASMINE SNEEZE GOLDEN DOMES AND SILVER LANTERNS</p>	<p>WE'RE ALL WONDERS PERFECTLY NORMAN INCREDIBLE YOU I SEE THINGS DIFFERENTLY MR GORSKI I THINK I HAVE THE WIGGLE FIDGETS BECAUSE WHAT MAKES ME A ME? THE UNBUDGABLE CURMUDGEON</p>	<p>ITS OK TO BE DIFFERENT WHEN CHARLIE MET EMMA ONLY ONE YOU DON'T CALL ME SPECIAL HAPPY TO BE ME MILLIE GETS HER SUPER EARS</p>	<p>MY PIRATE MUMS MT TWO GRANDADS THE GIRL WITH TWO DADS WE ARE FAMILY MORE PEOPLE TO LOVE ME OUR CLASS IS A FAMILY LOVE MAKES A FAMILY HEATHER HAS TWO MUMMIES</p>



# EYFS LONG TERM PLAN 21-22

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GENERAL THEMES	MARVELOUS ME	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware and Talk Boost interventions.</p> <p><b>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST)</b></p>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b> Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b> Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>



# EYES LONG TERM PLAN 21-22

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GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p><b>Twinkl: I belong</b> (0-3) Feel strong enough to express a range of emotions. (3-4) Become more outgoing with unfamiliar people (Rec) Identify and moderate their own feelings socially and emotionally.</p> <p><b>Twinkl: Super Me</b> (0-3) Establish their sense of self Play with increasing confidence (3-4) Show more confidence in social situations (Rec) See themselves as a valuable individual</p>	<p><b>Twinkl: My Marvellous Mind</b> (0-3) Increasing able to talk and manage emotions (3-4) Develop a sense of responsibility (Rec) Manage their own needs</p>	<p><b>Twinkl: It's good to share</b> (0-3) Begin to 'effortful' control Engage with others (3-4) Play with other children (Rec) Think about the perspectives of others</p>	<p><b>Twinkl: Look what I can do</b> (0-3) Grow in independence (3-4) Develop appropriate ways to be assertive (Rec) Manage own needs</p> <p><b>Twinkl: Yes I can</b> (0-3) Thrive as the develop self-assurance (3-4) Help to find solutions (Rec) Show resilience and perseverance in the face of challenge.</p>	<p><b>Twinkl: How I feel</b> (0-3) Safely explore emotions and talk in more elaborate ways. (3-4) Talk about feelings using words (Rec) Express their feelings and consider the feelings of others.</p> <p><b>Twinkl: Fabulous Friends</b> (0-3) Develop friendships (3-4) Begin to understand how others are feeling Talk with other to solve conflict (Rec) Build constructive and respectful relationships.</p>	<p><b>Twinkl: Changing me</b> (0-3) Notice and ask questions about difference (3-4) Incitingly follow rules and understand importance (Rec) Identify and moderate their own feelings socially and emotionally.</p>

**Early learning Goals:** Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being 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 activity, and show an ability to follow instructions involving several ideas or actions.

\* Controlling own feelings and behaviours \*Applying personalised strategies to return to a state of calm \*Being able to curb impulsive behaviours \*Being able to concentrate on a task  
\*Being able to ignore distractions \*Behaving in ways that are pro-social \*Planning \*Thinking before acting \*Delaying gratification \* Persisting in the face of difficulty.



# EYES LONG TERM PLAN 21-22

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GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
PHYSICAL DEVELOPMENT	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
FINE MOTOR	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
GROSS MOTOR	<p><b>Complete PE: Walking</b></p> <p>Balance</p> <p>Different ways of moving</p> <p>Negotiate space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p>	<p><b>Complete PE:</b></p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p>	<p><b>Complete PE:</b></p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p> <p>I can perform teacher led warm ups</p>	<p><b>Complete PE:</b></p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p><b>Complete PE:</b></p> <p>Follow the rules of a game</p> <p>Use a racket</p> <p>I can join in with a game</p>	<p><b>Complete PE:</b></p> <p>Running skills</p> <p>Agility</p> <p>Sports day</p>
WEEKLY COSMIC KIDS YOGA LESSON	<p><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Support children to develop independence wut with toileting and personal hygiene. Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options</p> <p><b>From Development Matters 20':</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



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LITERACY PRE-SCHOOL	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING <small>Children will visit the library weekly</small>	<p>2-3 Year Olds I enjoy sharing books with an adult.</p> <p>3-4 Year Olds I can spot and suggest rhymes. I can understand that print has meaning I can recognise familiar logos and labels within the environment.</p>	<p>2-3 Year Olds I can pat attention and respond to the words or pictures in stories and books.</p> <p>3-4 Year Olds I can spot and suggest rhymes. I can understand that print has meaning I can talk about a range of familiar stories</p>	<p>2-3 Year Olds I have favourite books or stories and seek them out to share with others.</p> <p>3-4 Year Olds I can count and clap syllables. I can understand that print can have different purposes. I can talk about a range of familiar stories</p>	<p>2-3 Year Olds I can Repeat words or phrases from familiar stories.</p> <p>3-4 Year Olds I can recognise words with the same initial sounds. I can understand that we read English from left to right and top to bottom</p>	<p>2-3 Year Olds I can make comments about a book or story, sharing my own ideas.</p> <p>3-4 Year Olds Possible introduction of RWI Nursery for those identified as part of assessments I can understand the names of the different parts of the book I can begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>2-3 Year Olds I can ask questions about a book or story.</p> <p>3-4 Year Olds I can understand page sequencing and order parts of the story. Make predictions about a story using the relevant vocabulary with independence.</p>
WORD READING	<p>2-3 Year Olds Rhyme of the week What's in the box</p> <p>3-4 Year Olds <b>Phonic Sounds:</b> Phase 1 Differentiated groups I can sing a range of nursery rhymes</p>	<p>2-3 Year Olds Rhyme of the week What's in the box</p> <p>3-4 Year Olds <b>Phonic Sounds:</b> Phase 1 Differentiated groups I know that each letter makes a sound – focussing on sounds in their names.</p>	<p>2-3 Year Olds Rhyme of the week What's in the box</p> <p>3-4 Year Olds <b>Phonic Sounds:</b> Phase 1 Differentiated groups I know that each letter makes a sound – focussing on sounds in their names. I can recognise initial sounds in the environment.</p>	<p>2-3 Year Olds Rhyme of the week What's in the box</p> <p>3-4 Year Olds <b>Phonic Sounds:</b> Phase 1 Differentiated groups I know that each letter makes a sound – focussing on sounds in their names.</p>	<p>2-3 Year Olds Rhyme of the week What's in the box</p> <p>3-4 Year Olds <b>Phonic Sounds:</b> Phase 1 Differentiated groups Phase 1 Assessments To know that blending sounds makes words.</p>	<p>2-3 Year Olds Phase 1 games and activities</p> <p>3-4 Year Olds <b>Phonic Sounds:</b> Phase 1 Differentiated groups End of term assessments Transition work with Year 1 staff I can identify CVC words orally. I know that letters make sounds.</p>



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
LITERACY RECEPTION	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
WORD READING	<p><b>Rec. Phonic Sounds:</b> RWI Whole class</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p><b>Rec. Phonic Sounds:</b> RWI Differentiated groups</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Set 1 words including some tricky words</p>	<p><b>Rec. Phonic Sounds:</b> RWI Differentiated groups</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Set1/2)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p><b>Rec. Phonic Sounds:</b> RWI Differentiated groups</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Set 1 words</p> <p>I can read some of Set 2 words</p>	<p><b>Rec. Phonic Sounds:</b> RWI Differentiated groups</p> <p>I can read Set 1/2 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
<p>Children will visit the library weekly</p> <p>Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</p>						



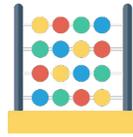
# EYFS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
WRITING PRE-SCHOOL	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters</p> <p>Giraffes cant Dance (Wishing tale) – Create an I wish picture / make marks</p> <p><b>2-3 Year olds</b> Enjoy mark making freely with a range of media. Encourage chn to explore how to make marks.</p> <p><b>3-4 Year olds</b> To be able to mark make and begin to identify their marks.</p>	<p><b>Texts as a Stimulus:</b> The Little Red Hen (Journey story) Sequence the story Speech bubbles</p> <p>The Three Billy Goats Gruff (Defeat Monster)</p> <p>Create a wanted poster to catch the troll</p> <p><b>2-3 Year olds</b> Enjoy mark making freely with a range of media. Encourage chn to explore how to make marks.</p> <p><b>3-4 Year olds</b> To be able to mark make and identify their marks.</p>	<p><b>Texts as a Stimulus:</b> Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words</p> <p>The Sleepy Bumblebee (Cumulative) Labels and simple captions</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p><b>2-3 Year olds</b> To begin to add some marks to drawings, which they give meaning to.</p> <p><b>3-4 Year olds</b> To begin to attempt writing familiar letters, e.g letters in their name.</p>	<p><b>Texts as a Stimulus:</b> Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p><b>2-3 Year olds</b> To do some marks to drawings, which they give meaning to.</p> <p><b>3-4 Year olds</b> To confidently mark make and give meaning to their marks. To begin to form some letters correctly, e.g. letters in their name.</p>	<p><b>Texts as a Stimulus:</b> Mr Gumpy’s Outing (Cumulative) Report about the animals falling into the water</p> <p>Handa’s Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version</p> <p><b>2-3 Year olds</b> To begin to make marks on their pictures which stand for their name.</p> <p><b>3-4 Year olds</b> To form the letters of their name correctly and begin to sequence.</p>	<p><b>Texts as a Stimulus:</b> Big Blue Whale (Information Text) Write facts about whales</p> <p>Write a postcard / diary writing</p> <p>My Holiday – recount</p> <p><b>2-3 Year olds</b> To make marks on their pictures which stand for their name.</p> <p><b>3-4 Year olds</b> To be able to write own name. To mark make for a purpose and be able to talk about the marks.</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY VARY DUE TO CHILDREN’S INTERESTS						



# EYFS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
WRITING RECEPTION	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Label characters</p> <p>Giraffes cant Dance (Wishing tale) – Create an I wish picture / make marks</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play</p>	<p><b>Texts as a Stimulus:</b> The Little Red Hen (Journey story) Sequence the story Speech bubbles</p> <p>The Three Billy Goats Gruff (Defeat Monster)</p> <p>Create a wanted poster to catch the troll</p> <p>Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p><b>Texts as a Stimulus:</b> Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words</p> <p>The Sleepy Bumblebee (Cumulative) Labels and simple captions</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p>Exciting adjectives ‘Wow words’ Rhyming words/sentences Instructions Captions Writing recipes, lists.</p>	<p><b>Texts as a Stimulus:</b> Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story</p>	<p><b>Texts as a Stimulus:</b> Mr Gumpy’s Outing (Cumulative) Report about the animals falling into the water Handa’s Surprise (Journey story) Retell the story in own words / reverse the journey Describe each animals Write new version</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Recount – A trip to the farm Acrostic poems</p>	<p><b>Texts as a Stimulus:</b> Big Blue Whale (Information Text) Write facts about whales</p> <p>Write a postcard / diary writing</p> <p>My Holiday – recount</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description –sea creatures</p>
TFW USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY VARY DUE TO CHILDREN’S INTERESTS						



# EYFS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>‘have a go’</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>AET Number: Number names and counting</p> <p>AET NUMBER: Recognising and comparing</p> <p>AET Number: Recognising and writing numerals</p> <p>AET Number: Number patterns</p> <p>Friday - AET Shape and Space: Position</p>	<p>AET Calculation: Addition and More</p> <p>AET Calculation: Subtraction and less</p> <p>AET Calculation: Number Bonds</p> <p>AET Measures: Time</p> <p>AET Measures: Measures</p> <p>Friday – AET Shape and Space: 2D &amp;3D Shapes</p>	<p>AET Number: Number names and counting</p> <p>AET NUMBER: Recognising and comparing</p> <p>AET Number: Recognising and writing numerals</p> <p>AET Number: Number patterns</p> <p>Friday – AET Shape and Space: Patterns</p>	<p>AET Calculation: Addition and More</p> <p>AET Calculation: Subtraction and less</p> <p>AET Calculation: Number Bonds</p> <p>AET Calculation: Sharing</p> <p>AET Measures: Time OR Money</p> <p>Friday – AET Measures: Time OR Money</p>	<p>AET Number: Number names and counting</p> <p>AET NUMBER: Recognising and comparing</p> <p>AET Number: Recognising and writing numerals</p> <p>AET Number: Number patterns</p> <p>Friday – AET Shape and Space: 2D &amp;3D Shapes</p>	<p>AET Calculation: Addition and More</p> <p>AET Calculation: Subtraction and less</p> <p>AET Calculation: Number Bonds</p> <p>AET Calculation: Sharing</p> <p>AET Measures: Money OR Measure</p> <p>Friday – AET Measures: Money OR Measure</p>



# EYFS LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
COMPUTING	ICT IN THE EARLY YEARS IS THE INTRODUCTION OF "CAUSE AND EFFECT" TOYS, SUPPORTING CHILDREN TO UNDERSTAND HOW BASIC TECHNOLOGY WORKS AND CAN BE USED WITHIN THEIR EVERYDAY LIVES.					
	<p><b>Little Computers (IT 1, DL 1)</b> Develop mouse and keyboard control using 'Paint'.</p> <p>Activity explaining what is a computer and its peripherals. Children will make their own computer using junk and develop basic computer skills through playing a variety of games.</p> <p><b>SMART RULES:</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> <p>Links with topic/CP: Accessing Apps on iPad Story CD's/Headphones</p>	<p><b>eSafety Digital Citizenship &amp; Technology (DL) Lv1</b></p> <p>1.1 eSafety Awareness Raising (Video &amp; Class Discussion)</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> <p>Links with topic/CP: Taking photos using cameras and iPad. Recordable peps</p>	<p><b>Junior Explorers (CS 1, 2, 3)</b> Develop programming skills by using Bee-Bots.</p> <p>Children will learn to give sequences of instructions to control Bee-Bots (floor robot). Children will understand that instructions need to be given in a correct order.</p> <p><b>SMART RULES</b> to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> <p>Links with topic/CP: Story CD's/Headphones Talk time postcards</p>			

Our aim is that children leave Sithney School:

- having had their lessons brought to life through ICT
- as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world
- thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed
- being able to confidently debug and solve problems



# EYES LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	COME OUTSIDE!	TICKET TO RIDE!	FUN AT THE SEASIDE!
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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>					
<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li> <li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</li> <li>Long ago – How time has changed. Using cameras.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what they have done with their families during Christmas’ in the past. (Tom and Lucy at Christmas)</li> <li>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</li> <li>Share different cultures versions of famous fairy tales.</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and placing events in chronological order.</li> <li>What can we do here to take care of animals in the jungle?</li> <li>Compare animals from a jungle to those on a farm.</li> <li>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to Freedom Farm</li> <li>Nocturnal Animals Making sense of different environments and habitats</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>After close observation, draw pictures of the natural world, including animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li> <li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li> <li>Can children make comments on the weather, culture, clothing, housing.</li> <li>Change in living things – Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>Building a ‘Bug Hotel’</li> <li>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>Use the BeeBots</li> </ul>	<ul style="list-style-type: none"> <li>Use Handa’s Surprise to explore a different country.</li> <li>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li> <li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li> <li>Use bee-bots on simple maps. Encourage the children to use navigational language.</li> <li>Can children talk about their homes and what there is to do near their homes?</li> <li>Look out for children drawing/painting or constructing their homes.</li> <li>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</li> <li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li> <li>Introduce the children to NASA and America.</li> <li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li> <li>Can children differentiate between land and water.</li> <li>Take children to places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> <li>Seasides long ago – Magic Grandad /Nannies Seaside bloomers</li> <li>Share non-fiction texts that offer an insight into contrasting environments.</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>
	RE					



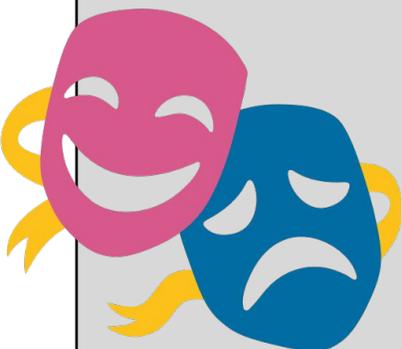
# EYES LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	TERRIFIC TALES!	AMAZING ANIMALS!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. 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> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs</p> <p>beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms – Julia Donaldson songs.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make pictures (three pigs houses/Bridges for Billy goats)</p> <p>Listen to music and make their own dances in response. Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*

*Work will be displayed in the classroom*  
*lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*





# EYFS LONG TERM PLAN 21-22

## EARLY LEARNING GOALS – FOR THE **END OF THE RECEPTION YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b>	 <b>PHYSICAL DEVELOPMENT</b>	 <b>LITERACY</b>	 <b>MATHS</b>	 <b>UNDERSTANDING THE WORLD</b>	 <b>EXPRESSIVE ARTS AND DESIGN</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>