

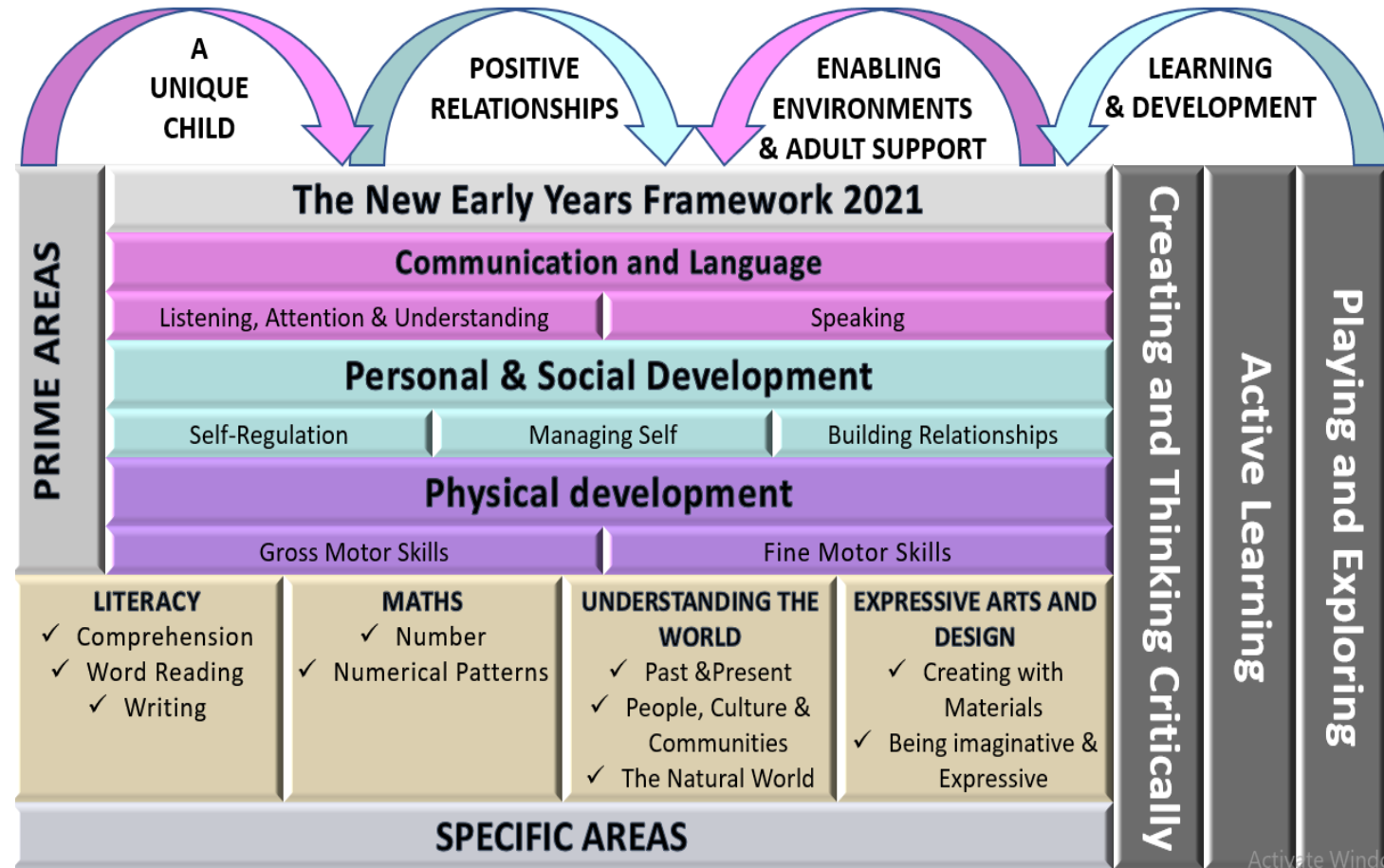


# All Saints' CofE Academy

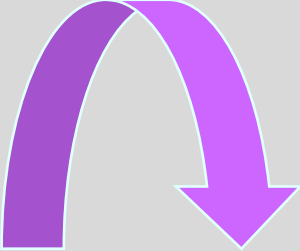
## EYFS Long Term Plan Year C

The curriculum is a top-level plan of everything we want the children to learn. Planning to help every child to develop their language is vital. Careful sequencing helps children to build their learning over time. Young children's learning is often driven by their interests. Our plans are flexible and adapt to the children's needs.

*'Live life in all it's fullness'*



# EYFS Year C Long Term Plan Year C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What journeys do we take?	How can we send messages?	How do we look after our bodies?	What is it like to live on planet Earth?	How does our garden grow?	What would it be like to live in a castle?
 <p><b>Over Arching Principles</b></p>	<p><b><u>Characteristics of Effective Learning</u></b></p> <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>					

# EYFS Long Term Plan Year C

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
<b>General Themes</b> NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<b>What journeys do we take?</b> Starting School My new class New Beginnings Journeys Transport – road, rail, water, air Vehicles – past and present How have I changed? My family What am I good at? Being kind / staying safe	<b>How can we send messages?</b> Letters Postbox/Postmen Katie Morag Leek Wootton vs Isle of Struay Villages, Towns, Cities The Nativity Diwali At the Panto Christmas cards Christmas Lists Letters to Father Christmas	<b>How do we look after our bodies?</b> Healthy eating Human body Cooking Recipes Doctors, hospitals, dentists Oral health People who help us – doctors/nurses Florence Nightingale/Mary Seacole Chinese New Year	<b>What is it like to live on planet Earth?</b> Where in the world have you been? Weather/Seasons Animal life cycles Animals around the world Climates / Hibernation Down on the Farm Night and day animals Habitats	<b>How does our garden grow?</b> Plants & Flowers Trees Gardens The great outdoors Planting seeds Reduce, Reuse & Recycle Mini beasts Climate Change Senses	<b>What would it be like to live in a castle?</b> Homes Buildings Buildings in the past Similarities and differences King and Queens Knights Princes/Princesses Mythical creatures
<b>Possible Texts</b>	Starting School Topsy and Tim start school I am too absolutely small for school The Big Book of Families Super Duper You! Oh, the Places You'll Go! Duck in a Truck Mr Gumpy's Motor Car Mrs Armitage on Wheels Emma Jane's Aeroplane The Runaway Train	The Jolly Postman Katie Morag delivers the mail People who help us: Postman Stickman The Lost Package Can I Be Your Dog? It Came in the Mail The Day the Crayons Quit Letters From Felix The Jolly Christmas Postman Christmas Story / Nativity Letters to Santa	Goldilocks and the Three Bears Supertato My First Recipe Book The Body Book Professor Astro Cat's Human Body Odyssey Goldy Luck and the three pandas The Great Race The Runaway Wok The Magic Paintbrush	My Friend the Weather Monster Rain before Rainbows Storm After the Storm Rosie's Hat Weather & the Seasons Froggy Day Little Cloud The Wind Blew The Snail and the Whale	The Little Gardner Lifecycles: Seed to Sunflower Do you love bugs? The Extraordinary Gardner There's a Tiger in the Garden The Big Book of Blooms Superworm Spyder Yucky Worms The Giant Jam Sandwich	Zog The Princess and the Pea The Sword in the Stone Robin Hood The Dragon Hunt Anita and the Dragons Attacking a Norman Castle George and the Dragon Look Inside a Castle The Castle the King Built The Knight who wouldn't Fight
<b>'Wow' moments / Enrichment Weeks</b>	Starting School transition Autumn Trail Harvest	Guy Fawkes / Bonfire Night Remembrance Day Advent Pantomime Christmas Time / Nativity Children in Need	Chinese New Year Valentine's Day Internet Safety Day	Shrove Tuesday World Book Day Easter extravaganza Mother's Day Easter Egg Hunt	Planting in the allotment Nature Walks around the village	Warwick/Kenilworth Castle Trip?



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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>					
Role Play and Small world opportunities	Home corner Garage Car park Airport Harbor	Home corner Post office Isle of Struay Santa’s workshop	Home corner Doctors surgery Hospital Dentist Supermarket	Home corner Vet surgery Weather station Farmyard Rainforest	Home corner Garden Garden centre Fruit/veg market Greenhouse	Home corner Castle Medieval banquet Mythical land
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, vocabulary development, sharing circles, PSHE times, stories, singing, role play areas, curiosity cubes, speech and language interventions, EYFS productions, assemblies, truly brilliants and weekly interventions.	Settling in activities Follow one/two part instructions Joining in class discussions Making friends Children talking about experiences that are familiar to them Favorites Rhyming and alliteration Familiar Print Sharing facts about me Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Developing vocabulary Discovering Passions Sharing passions – truly brilliant Tell me a story - retelling stories Story language 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	Using language well Ask’s how and why questions... Discovering Passions Sharing passions – truly brilliant Retell a story with story language 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	Describe events in detail – using time connectives Creating own imaginative stories Discovering Passions Sharing passions – truly brilliant 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 Develop social phrases	Discovering Passions Sharing passions – truly brilliant 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	Discovering Passions Sharing passions – truly brilliant Respond with questions, comments and answers Using conjunctions to connect ideas Past, present and future tenses Explain why things happen Offer ideas to a conversation
Daily Storytime						



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General Themes	What journeys do we take?	How can we send messages?	How do we look after our bodies?	What is it like to live on planet Earth?	How does our garden grow?	What would it be like to live in a castle?
Personal, Social and Emotional Development	<p>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>.</p>					
Managing Self Self - Regulation	<ul style="list-style-type: none"> <li>New Beginnings</li> <li>Class Rule Rules and Routines</li> <li>Looking after class environment</li> <li>Looking after local environment</li> <li>See themselves as a valuable individual</li> <li>Supporting children to build relationships</li> <li>How to play respectfully</li> <li>Using the toilet independently</li> <li>Short-term goals</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Getting on and falling out</li> <li>How to deal with emotions and feelings</li> <li>Self - Confidence</li> <li>Build constructive and respectful relationships</li> <li>Learning how to compromise</li> <li>Body Awareness – how our body tells us when we are unsafe/anxious</li> <li>Dressing/Undressing independently</li> </ul>	<ul style="list-style-type: none"> <li>My Network</li> <li>Identity – What does that mean?</li> <li>Helping Hands – who can help?</li> <li>Learning about qualities and differences</li> <li>Celebrating differences</li> <li>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance</li> <li>Setting own targets and goals</li> <li>Internet Safety</li> <li>Keeping safe at home</li> <li>Looking after our bodies</li> <li>Discussing what is right/wrong</li> <li>Sharing work opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Waiting &amp; patience</li> <li>Discussing why we take turns, wait politely, tidy up after ourselves and so on</li> <li>Want or need</li> <li>Setting higher goals</li> <li>Our bodies</li> <li>Body Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Taking part in sports day -</li> <li>Winning and losing</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Changing me</li> <li>Look how far I've come</li> <li>Transitioning into Year 1</li> </ul>



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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, co-ordination and agility</b>. 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>					
Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	<p><u>Supporting Shoulder Pivot</u> Draw lines and circles using gross motor movements Washing walls with soap and brushes, Painting with mops, Playing swing ball, Foam vehicle tracks, Large mark making boards at child height, Upside down mark making, ribbon movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p><u>Supporting Elbow Pivot</u> Large rollers or brushes up and down large surfaces, Sweeping races through piles of leaves or creating foam tracks, Damp cloth and spray to clean tables, Drawing circles to music, Making patterns with lollipop sticks on their side, Sticking and pulling plungers from vertical and horizontal surfaces. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p><u>Supporting Wrist Pivot</u> Threading and weaving, dabbing with sponge or brush, splatter painting, tweezer games, threading, cutting, weaving, playdough, Fine Motor activities.  Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Cutting with Scissors</p>	<p><u>Supporting Wrist Pivot</u> Threading and weaving, dabbing with sponge or brush, splatter painting, tweezer games, threading, cutting, weaving, playdough, Fine Motor activities.  Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p><u>Supporting Wrist Pivot</u> Threading and weaving, dabbing with sponge or brush, splatter painting, tweezer games, threading, cutting, weaving, playdough, Fine Motor activities.  Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p><u>Supporting Wrist Pivot</u> Threading and weaving, dabbing with sponge or brush, splatter painting, tweezer games, threading, cutting, weaving, playdough, Fine Motor activities.  Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
Gross motor	<p>Climbing – outdoor equipment Different ways of moving to be explored with children</p> <p>Use of bikes and scooters</p> <p>Gymnastics– Travelling</p> <p>Games</p>	<p>Crates play - climbing. Wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>Obstacle courses in outside area</p> <p>Dance- Movement</p> <p>Games Ball skills- throwing and catching</p>	<p>Large balls in outdoor area – throw, kick, pass and catch</p> <p>Games Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</p> <p>Gymnastics – Shapes &amp; Balances</p>	<p>Revise and use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb</p> <p>Games Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking.</p> <p>Dance</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce</p>	<p>Advanced obstacle courses in outdoor area</p> <p>Encourage children to be highly active – running, jumping, skipping, climbing</p> <p>Gymnastics - Jumps &amp; Rolls</p> <p>Athletics</p>	<p>Races / team games involving gross motor movements</p> <p>Athletics</p> <p>Sports Day Preparations</p>

Daily opportunities for Fine Motor Activities



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General Themes	What journeys do we take?	How can we send messages?	How do we look after our bodies?	What is it like to live on planet Earth?	How does our garden grow?	What would it be like to live in a castle?
Literacy	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).					
Comprehension - Developing a passion for reading	<p>Listening to a story Discuss stories that have been read Joining in with familiar rhymes and songs Showing an interest in stories with repeated refrains Environment print Having a favourite story/rhyme Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Recognizing initial sounds Learning new vocabulary</p>	<p>Retell stories related to events through acting/role play Retelling stories using images Creating Story Maps Orally retelling new stories Recall facts from non-fiction books Sequence story – use vocabulary of beginning, middle and end Enjoys an increasing range of books</p>	<p>Describe key events in more detail Recall facts from non-fiction books Make predictions based on similar stories  Encouraging children to record stories through picture drawing/mark making</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books  Develop their own narratives and explanations by connecting ideas or events  Can draw pictures of characters/ event / setting in a story</p>	<p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.  Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.  Make predictions  Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.</p>
Word Reading - Learning to read words	<p><b>Phonic Sounds:</b> s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,s,ss,h,b,f,ff,l,ll</p> <p><b>Harder to read and spell words:</b> l, the, no, put, of, is, to, go, into, pull, as, his</p>	<p><b>Phonic Sounds:</b> j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk,ai,ee,igh,oa -es (where there is no change to the root word)</p> <p><b>Harder to read and spell words:</b> he, she, buses, we, me, be, push, was, her, my, you</p>	<p><b>Phonic Sounds:</b> oo,ar,ur,oo,or,ow,oi,ear,air,ure,er,o,w</p> <p>Review all sounds</p> <p><b>Harder to read and spell words:</b> they, all, are, ball, tall, when, what</p>	<p><b>Phonic Sounds:</b> Review all sounds</p> <p><b>Harder to read and spell words:</b> said, so, have were, out, like some, come, there, little, one, do children, love</p>	<p><b>Phonic Sounds:</b> CVCC –ed, CCVC –ed, CCVCC –ed, CCCVC, CCCVCC –er –est. Review</p> <p><b>Harder to read and spell words:</b> Review all HRSW</p>	<p><b>Phonic Sounds:</b> ay,ou,ie,ea,oy,ir,ue,aw,wh,ph,ew,oe,au,ey,a-e,e-e,i-e,o-e,u-e</p> <p><b>Harder to read and spell words:</b> oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>



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Writing	<p><b>Texts as a Stimulus:</b> Nursery Rhymes Duck in a Truck</p> <p><b>Emergent writing:</b> Aware that writing communicates meaning Give meaning to marks they make Understand that thoughts can be written down Write their name Writing initial sounds and simple captions Use initial sounds to label characters / images</p> <p><b>Composition:</b> Write some initial sounds Write my own name</p> <p><b>Spelling:</b> Orally segment sounds in simple CVC words Say the initial sound in most words Write their name copying it from a name card or try to write it from memory</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom Write letters in my name Draws lines and circles</p>	<p><b>Texts as a Stimulus:</b> Letters to Santa People Who Help Us: Postman</p> <p><b>Emergent writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Write simple labels. Start to write simple captions. To say a simple sentence for writing (oral and count words)</p> <p><b>Spelling:</b> To identify known letters to match initial sounds (phase 2). To match phase 2 letters and sounds. To write CVC words and labels e.g. c-a-t</p> <p><b>Handwriting:</b> Write some lower case letters correctly. Write some upper case letters that I know (e.g. name, Mum, Dad). Recognise that after a word there is a space</p>	<p><b>Texts as a Stimulus:</b> Goldilocks and the Three Bears Goldy Luck and the Three Pandas First Cookbook</p> <p><b>Emergent writing:</b> Use appropriate letters for initial sounds. Simple sentence writing using harder to read and spell words. Guided writing based around developing short sentences in a meaningful context.</p> <p><b>Composition:</b> Write captions and short sentences. To use finger spaces between words. To begin reading sentences back.</p> <p><b>Spelling:</b> Matching phase 2 and 3 letters and sounds. Writing CVC words and labels (phase 2 and 3 sounds). Spell some harder to read and spell words</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Form recognisable letters.</p>	<p><b>Texts as a Stimulus:</b> My Friend the Weather Monster Wriggle and Roar!</p> <p><b>Emergent writing:</b> Build words using letter sounds in writing. Retell parts of the story / repeated refrains / speech bubbles. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p><b>Composition:</b> Write captions and short sentences. To use finger spaces between words. To begin reading sentences back.</p> <p><b>Spelling:</b> Matching phase 2 and 3 letters and sounds. Writing CVC words and labels (phase 2 and 3 sounds). Spell some harder to read and spell words</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Texts as a Stimulus:</b> The Extraordinary Gardner Lifecycles: Seed to Sunflower</p> <p><b>Emergent Writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write simple sentences with full stops and finger spaces.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p>	<p><b>Texts as a Stimulus:</b> Zog/ Dragon Poems</p> <p><b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly</p>
Texts may change due to children's interests						



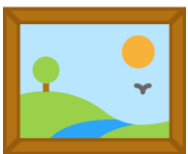
# EYFS Long Term Plan Year C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<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><b>Early Mathematical Experiences</b>            Counting rhymes and songs            Classifying objects based on one attribute            Matching equal and unequal sets            Comparing objects and sets. Subitizing.            Ordering objects and sets / introduce manipulatives.            Number recognition.            2D Shapes.</p> <p><b>Pattern and number</b>            Recognise, describe, copy and extend colour and size patterns            Count and represent the numbers 1 to 5            Estimate and check by counting. Recognise numbers in the environment.</p>	<p><b>Numbers within 10</b>            Count up to ten objects.            Order numbers 1 – 10            Conservation of numbers within six to ten            Greater/less</p> <p><b>Addition and subtraction within 6</b>            Explore addition and subtraction            One more or one less</p> <p><b>Money</b>            Recognising coins            Combining to make amounts</p> <p><b>Shape</b>            Describe position accurately</p> <p><b>Calendar and time</b>            Days of the week,            Seasons            Sequence daily events</p>	<p><b>Numbers within 10</b>            Count up to ten objects            Represent, order and explore numbers to ten            One more or less, one greater or less</p> <p><b>Numbers within 15</b>            Count up to 15 objects and recognize different representations            Order and explore numbers to 15            One more or less</p> <p><b>Addition and subtraction within 10</b>            Explore addition as counting on and subtraction as taking away</p> <p><b>Measure</b>            Exploring length, weight, capacity</p>	<p><b>Numbers within 20</b>            Count up to 10 objects            Represent, order and explore numbers to 20            One more or less</p> <p><b>Grouping and sharing</b>            Counting and sharing in equal groups            Relationship between grouping and sharing</p> <p><b>Doubling and halving</b>            Doubling and halving &amp; the relationship between them</p>	<p><b>Shape and pattern</b>            Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns</p> <p><b>Addition and subtraction within 20</b>            Commutativity. Explore addition and subtraction            Compare two amounts            Relationship between doubling and halving</p> <p><b>Money</b>            Coin recognition and values            Combinations to total 20p            Change from 10p</p> <p><b>Measures</b>            Describe capacities            Compare volumes            Compare weights            Estimate, compare and order lengths</p>	<p><b>Depth of numbers within 20</b>            Explore numbers and strategies            Recognise and extend patterns            Apply number, shape and measures knowledge            Count forwards and backwards</p> <p><b>Numbers beyond 20</b>            One more one less            Estimate and count            Grouping and sharing</p>



# EYFS Long Term Plan Year C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What journeys do we take?	How can we send messages?	How do we look after our bodies?	What is it like to live on planet Earth?	How does our garden grow?	What would it be like to live in a castle?
Understanding the world / RE	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>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family.</p> <p>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.</p> <p>Different occupations – bus driver, taxi driver, train driver, pilot etc.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Can children talk about their homes and what there is to do near their homes? Show photos of the children’s homes and encourage them to draw comparisons.</p> <p>Forces</p> <p>Autumn Trail - collections of materials with similar and or different properties</p>	<p>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.</p> <p>Different occupations – postmen</p> <p>Looking at how messages are sent around the world</p> <p>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Environments – Features of local environment. Maps of local area</p> <p>Comparing places on Google Earth – how are they similar/different?</p> <p>Share different cultures versions of famous tales.</p> <p>Can talk about what they have done with their families during Christmas’ in the past.</p> <p>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.</p> <p>Winter exploration</p>	<p>Discussing those who work in the community – doctors, nurses, dentists.</p> <p>Comparing hospitals, doctors surgeries, dentists then and now</p> <p>Comparing and contrasting figures from the past - Florence Nightingale Mary Seacole</p> <p>Looking at medical centres in different countries – similarities and differences</p> <p>Spring time exploration – describing using the five senses</p> <p>Planting fruit and vegetables</p> <p>Life cycle of humans/plants</p> <p>Sorting different foods into different categories</p> <p>Chinese New Year – recognising that celebrations are different for everyone</p> <p>Using 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</p>	<p>Comparing animals- Learning their names and labelling their body parts</p> <p>Listening to children describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>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</p> <p>Can children make comments on the weather, culture, clothing, housing</p> <p>Change in living things – Changes in the leaves, weather, seasons</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p>	<p>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.</p> <p>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.</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a ‘Bug Hotel’</p> <p>Cress experiment – how it grows in light and dark places. What do plants need to survive?</p> <p>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.</p>	<p>Kings and Queens from the past</p> <p>Looking at objects from the past and making comments</p> <p>Exploring photographs and books related to other environments</p> <p>Looking at maps of the UK – where different castles are. Contrasting this to castles in different countries</p> <p>Exploring different castles around the world</p> <p>Observational drawings of castles and their features</p> <p>Share non-fiction texts that offer an insight into contrasting environments</p> <p>Sharing fantasy fiction books based on dragons, knights and princesses</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</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>					
	<p>UNIT F1 (UC) God/Creation</p> <p>Why is the word ‘God’ so important to Christians?</p> <p>Unit F6 (AS)</p> <p>What is special about our world?</p>	<p>UNIT F2 (UC) Incarnation</p> <p>Why do Christians perform nativity plays at Christmas</p>	<p>UNIT F1 (AS)</p> <p>Which stories are special and why?</p>	<p>UNIT F3 (UC) Salvation</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>UNIT F3 (AS)</p> <p>Which places are special and why?</p>	<p>UNIT F2 (AS)</p> <p>Which people are special and why?</p>



# EYFS Long Term Plan Year C








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What journeys can we go on?	How can we send messages?	How do we look after our bodies?	What is it like to live on planet Earth?	How does our garden grow?	What would it be like to live in a castle?
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. 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>Recognising and naming colours being used</p> <p>Mixing and matching colours to different objects</p> <p>Painting on different surfaces i.e. wallpaper, hula hoop, cling film frames, concrete.</p> <p>Join in with songs; exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Join in with role play games and use resources available for props; build models using construction equipment, making imaginative small world scenarios.</p> <p>Exploring freely in order to create designs and to think about what they would like to make</p>	<p>Using different sized brushes and tools</p> <p>Firework pictures</p> <p>Christmas decorations</p> <p>Digital Christmas cards</p> <p>Listen to music and make their own dances in response, 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 of The Nativity</p>	<p>Creating pictures by printing from objects (vegetables)</p> <p>Developing simple patterns by objects (fruits)</p> <p>Enjoying using stencils to create a picture</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using</p> <p>Making lanterns, Chinese writing, Chinese music and lion dances</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Using fingers, hands, chalk, pens and pencils</p> <p>Drawing on different surfaces and coloured paper</p> <p>Producing lines of different thickness using a pencil</p> <p>Producing different patterns from observations, imagination and illustration</p> <p>Make different textures; make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Easter crafts. Pastel drawings, printing, patterns on Easter eggs</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p>	<p>Decorating a piece of fabric using natural resources (flowers, leaves)</p> <p>Show experiences in simple weaving: paper, twigs</p> <p>Show experience in layering fabric</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Cutting shapes using scissors and other modelling tools</p> <p>Building a 3D castle sculpture with a variety of objects e.g. recycled/natural and man-made materials.</p> <p>Creating own medieval dances based on the legend of Arthur and The sword in the stone and a story about Robin Hood</p> <p>Retelling familiar stories</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.*

*Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - 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 Year C

## Early Learning Goals – for the **end of the year** - best fit Judgement!

 <b>Communication and Language</b>	 <b>Personal, social, emotional development</b>	 <b>Physical Development</b>	 <b>Literacy</b>	 <b>Mathematics</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>