

## EYFS Long Term Plan -2020-2021

EYFS - long-term overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
<b>Theme</b>	Myself and settling in	Autumn	Winter/ Christmas/ Opposites/light and dark, space Diwali		Superheroes - right and wrong, power, real life heroes, talents  Chinese New year		Growth and change Easter Spring		Seaside Animals Friendship	Journeys Transition Summer	
<b>Timescale</b>	2 weeks	4 weeks	5 weeks	2 weeks	6 weeks		5 weeks		5 weeks	6 weeks	
<b>Hook</b>	Local area walks	Autumn walk	Treasure hunt	Trip to the grotto	Superhero auditions - talent contest (R)	Trip to China town (N)	Planting	Caterpillars / eggs to hatch	Martin Mere or A farm	Safari Park to visit adopted animal	
<b>Field trips/ experiences</b>		Pumpkin picking (orchard)		Posting letters							
<b>End of project aim</b>	To have completed an "All About Me" booklet with their family  Reception to write and perform a class rap		To have written and posted a letter/ card  To have taken part in a Christmas concert		To have visited China town and produce a map of what they could see (Nursery) To have visited a 'Chinese restaurant' experience (Reception) To have taken part in an assembly		To have successfully hatched eggs, grown a plant or watched caterpillars life cycle and produced a how to guide		To grow plants for the community and hold plant sale  Use the money to adopt an animal at the safari park		Legacy - transition booklet  Gallery walk/film
<b>Parents events</b>	Develop home links with All about me booklet.	Reception - phonics meeting	Reception Phonics Stay and Play Nursery Rhyme Stay and Play	Walk to the post box Christmas concert	Superhero day Superhero veg workshop	Maths stay and play	Planting / science workshop with parents		Parents writing workshop		Gallery walk/ open afternoon with cream tea
<b>Read to write</b>	Reception - "The		Reception - "Star in the		Reception - "Juniper		Reception - "Little Red"		Reception - "The		Reception - "Mr Gumpy's

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unit	Something" Nursery "Stuck"	Jar" Nursery - "The Lost Stars"/ "The Fox and the Stars"	Jupiter" Nursery - "Supertato" & "Super Daisy"	Nursery - "Jack and the Beanstalk"	Storm Whale" Nursery - "Share a Shell"	Outing" Nursery -"Rosie's Walk"
<b>Personal, Social, Emotional Development</b>	<p>Make relationships with staff and children in the class</p> <p>Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour</p> <p>Get children familiar with the environment</p>	<p>Children will learn all about a range of feelings and emotions during crew time. They will learn how to check in with each other.</p> <p>Children will also learn about sharing, being put into small groups to teach and model this.</p> <p>Emphasis on tidy up time and looking after the environment- use anchor charts to assist with this</p>	<p>Develop a class charter to encourage children to become aware of their rights- use this throughout the year especially at crew time</p> <p>Children to understand and accept the need of others through the use of group sharing activities and listening games</p> <p>Introduce children to kind and helpful feedback and develop how this is done by modelling daily and through WAGOLL's</p>	<p>Children will be responsible for their own plant to look after.</p> <p>Children to talk about their achievements with their flower/plant</p> <p>Children to develop the skill of problem solving independently,</p> <p>Showing pride in their work and reinforcing the beautiful work policy</p>	<p>Children to learn about safety when going out of school- confidence to talk about their visit to the farm- Children to adapt their behaviour in response to this.</p> <p>Children to be aware of behaviour expectations when going onto the coach.</p> <p>Children to recount their experiences to each other, listening and responding appropriately.</p>	<p>Changes- transition into Reception or year 1. Prepare children: wearing a uniform/ staying for lunch/ visit new classes/ Stay and play/ meet new teacher</p> <p>Children share their feelings on transition when developing class guides.</p> <p>Children to share feelings about the transition, and to talk about these during crew time</p>

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<b>Communication and Language</b>	<p>Throughout the year children will:</p> <p>Learn to speak with confidence during circle/carpet times and crew time</p> <p>Learn to listen and respond appropriately with relevant comments, questions or actions.</p> <p>Have opportunities to have conversations and develop vocal sound formation in doing this.</p> <p>To respond to instructions and directions through adult initiated/led and child led activities</p> <p>· Use appropriate story language to re-enact/re-tell simple and familiar stories.</p> <p>Learn new vocabulary relating to read to write units, and project work on festivals and seasons.</p>					
<b>Physical Development</b>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision             <ul style="list-style-type: none"> <li>• Build up confidence when balancing and travelling during gymnastics and outdoor provision</li> <li>• Develop both their gross and fine motor skills to aid their readiness to become writers</li> </ul> </li> <li>• To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year             <ul style="list-style-type: none"> <li>• Be independent with toileting/coats/snack time</li> </ul> </li> </ul>					
<b>Mathematics</b>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision             <ul style="list-style-type: none"> <li>• Build up confidence when balancing and travelling during gymnastics and outdoor provision</li> <li>• Develop both their gross and fine motor skills to aid their readiness to become writers</li> </ul> </li> <li>• To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year             <ul style="list-style-type: none"> <li>• Be independent with toileting/coats/snack time</li> </ul> </li> </ul>					
<b>See additional long term plan</b>	<p>Nursery - Children to Recite numbers in order using a range of 0-5 number songs, 0-10 number line</p> <p>To show an interest in numbers in the environment - self-registration.</p> <p>1:1 counting of 0-3 objects, counting actions, objects, things that cannot be moved, subitising.</p> <p>Represent quantities - using fingers</p> <p>Ordering by size</p> <p>Pattern printing with leaves, mark making</p>	<p>Nursery - Children to Recite numbers in order using a range of 0-5 number songs, 0-10 number line</p> <p>To show an interest in numbers in the environment - self-registration.</p> <p>1:1 counting of 0-5 objects, counting actions, objects, things that cannot be moved, subitising.</p> <p>Represent quantities - using fingers</p> <p>Children to use the language of every day shapes- big/small/tall</p>	<p>Nurs - Children to Recite numbers in order using a range of 0-10 number songs, 0-10 numberline</p> <p>To show an interest in numbers in the environment - self-registration, more or less.</p> <p>1:1 counting of 0-7 objects, counting actions, objects, things that cannot be moved, subitising.</p> <p>represent quantities - using fingers</p> <p>introduce challenges with oral counting, forwards/backwards, one more/one less</p>	<p>Nursery - Children to Recite numbers in order using a range of 0-10 number songs, 0-10 number line</p> <p>To show an interest in numbers in the environment - self-registration, more or less</p> <p>1:1 counting of 0-10 objects, counting actions, objects, things that cannot be moved, subitising.</p> <p>Represent quantities - using fingers</p> <p>Introduce challenges with oral counting,</p>	<p>Nursery- Children to Recite numbers in order using a range of 0-20 number songs, 0-20 number line and introduce 11-20</p> <p>To show an interest in numbers in the environment - self-registration, .</p> <p>1:1 counting of 0-10 and beyond objects, counting actions, objects, things that cannot be moved, subitising.</p> <p>Represent quantities - using fingers</p> <p>Creating picture and models with 2 d shapes</p>	<p>Nursery - Children to Recite numbers in order using a range of 0-20 number songs, 0-20 number line and introduce 11-20</p> <p>To show an interest in numbers in the environment - self-registration.</p> <p>1:1 counting of 0-10 and beyond, objects and counting actions, objects, things that cannot be moved, subitising.</p> <p>Represent quantities - using fingers</p> <p>Creating pictures and models with 3 d shapes and found objects</p>

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	<p>To show an interest in shapes in the environment and use these during play</p> <p>Reception - number and place value: 0-5 Subitising Addition and subtraction: sorting into groups &amp; number bonds to 5, change within 5 one more/one less (maths mastery) Measure - time, my day, o'clock 1-5, passing of time in minutes Includes time, money coins 1p, 2p and 5p, shape 2d up to 5 sides Writing numerals 0-5.</p>	<p>Children to begin to learn names of shapes during focussed activities Shape - collections of real objects</p> <p>Reception - number and place value: 6-10, Subitising Counting on from numbers other than 1, Addition and subtraction: sorting into groups &amp; number bonds to 10, change within 5 one more/one less (maths mastery) Measure - time, my day, o'clock 6-10, passing of time in minutes Includes time, money coins 1p, 2p and 5p, 10p, shape 2d &amp; 3d 6 sides or more Writing numerals 6-10</p>	<p>Continue sequence patterns - colour, object, shape - 3d shape in the environment</p> <p>Reception - number and place value 11-15, counting on from number 10 Addition and subtraction - number bonds, doubles, number bonds to 10 using PPW and ten frames (maths mastery) Geometry - exploring patterns - both shape and number measure - spatial awareness, 2d and 3d shapes, time 11 and 12 o'clock, money 1p, 2p, 5p 10p coins and totals to 15 number formation 0-10</p>	<p>forwards/backwards, one more/one less</p> <p>Continue sequence patterns - colour, object, shape - minibeasts/butterflies, shape in symmetry</p> <p>Reception - number and place value 16-20, counting on from number 10, 15 Addition and subtraction - number bonds, doubles, number bonds to 10 using PPW and ten frames (maths mastery) Geometry - repeating patterns both shape and number. measure - spatial awareness, 2d and 3d shapes, time 11 and 12 o'clock, money 1p, 2p, 5p 10p coins and totals to 15</p> <p>Directional and positional language</p>	<p>Reception- revisiting and exploring all 7 areas pattern, comparison, number operations (composition) measurement, shape and space, cardinality and counting, [problem solving through numbers 0-20. Emphasis on number bonds using manipulatives and models - ten frame, part, part, whole, bar models.</p> <p>Orally count to 100 and beyond. Recognising numerals 20-50 Count up and back in 2's, 5's and 10's.</p> <p>Symmetry</p>	<p>Reception- revisiting and exploring all 7 areas pattern, comparison, number operations (composition) measurement, shape and space, cardinality and counting, [problem solving through numbers 0-20. Emphasis on number bonds using manipulatives and models - ten frame, part, part, whole, bar models.</p> <p>Orally count to 100 and beyond. Count up and back in 2's, 5's and 10's. Recognising numerals 50-100</p> <p>Positional and directional language</p>
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<p><b>Literacy</b></p>	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> <li>● Be provided with mark making and writing opportunities throughout all aspects of the indoor and outdoor environment, covering all genres and linking to read to write units.             <ul style="list-style-type: none"> <li>● Give meaning to marks made/drawings and develop forming recognisable marks,</li> </ul> </li> <li>● Show an interest in a range of books, using illustrations and story telling language to re-tell these stories, with the use of daily literacy sessions.</li> <li>● Use daily phonics to engage children in letters and sounds, listening games, music and rhyme and develop their skills to become independent readers and writers.</li> </ul>					
<p><b>Understanding the World</b></p> <p>Throughout the terms children will observe the weather and seasons exploring change</p>	<p>Children will make new friends and become confident with new people</p> <p>They will learn about the body, name parts and know how to keep healthy.</p>	<p>Night/Day animals- children to understand the differences in the natural surrounding- habitats</p> <p>Children to talk about their own experiences and special times they have shared with their family (Diwali, Christmas)</p>	<p>Children will learn to make predictions, explore forces, magnetism, Floating and sinking, the water cycle and the importance of hygiene.</p> <p>Children will learn about different occupations, different jobs and become confident with unfamiliar people</p> <p>Children will learn about Chinese new year</p>	<p>Looking at growth- what we need/ what plants needs. Plant seeds with parents and watch them grow.</p> <p>ICT- To use the Bee-Bot to move in directions Shows care and concern for the environment and observe growth and change</p>	<p>Children to talk about some of the things they have observed. Children to show care and concern for the animals</p> <p>Children to sell the plants they have grown to improve the local community and use the money raised to adopt an animal at the safari park</p>	<p>Children will learn about safety on school visits/ outings and how to look after ourselves in the sun</p> <p>Children will use IT equipment to take photographs to add to a book about transition for new children starting in September.</p>
<p><b>Expressive Arts and Design</b></p>	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> <li>● Sing a variety of nursery rhymes, and other songs, and become familiar with these</li> <li>● To move to music and play instruments to a variety of different songs using units from Charanga             <ul style="list-style-type: none"> <li>● Listen to and express opinion about a variety of different genre of music</li> </ul> </li> </ul>					

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	<p>Self portrait using different materials</p> <p>Picasso, Andrew Goldsworthy</p>	<p>Christmas packs- cards/ tree decorations</p> <p>Sculpting tea light holders using clay</p> <p>Van Gogh - "Starry Night"</p> <p>Christmas Performance - Shine Star, Shine</p>	<p>Shapes in art - Kandinsky - circles and squares</p> <p>Mondrian grid painting</p> <p>Assembly performance</p>	<p>Weather inspired art - Claude Monet - wind</p> <p>Rainy day in New York - drip painting</p>	<p>Can you describe the texture of the animals?</p> <p>Colour mixing to make butterflies</p> <p>Henry Matisse - spirals</p>	<p>Talent show- what do I want to be when I grow up?</p> <p>Illustrating using drawing and photographs class transition book.</p> <p>James Brunt - finding and creating patterns</p>
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