

EYFS Long Term Plan -2020-2021

EYFS - long-term overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
Theme	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	
Timescale	2 weeks	4 weeks	5 weeks	2 weeks	6 weeks		5 weeks		5 weeks	6 weeks	
Hook	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	
Field trips/ experiences		Pumpkin picking (orchard)		Posting letters							
End of project aim	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
Parents events	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
Read to write	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"
<p>Personal, Social, Emotional Development</p>	<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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Communication and Language	<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>					
Physical Development	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> • 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"> • Build up confidence when balancing and travelling during gymnastics and outdoor provision • Develop both their gross and fine motor skills to aid their readiness to become writers • To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year <ul style="list-style-type: none"> • Be independent with toileting/coats/snack time 					
Mathematics	<p>Throughout the year children will:</p>					
See additional long term plan	<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 & 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 & 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 & 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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Literacy	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> ● 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"> ● Give meaning to marks made/drawings and develop forming recognisable marks, ● 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. ● 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. 					
Understanding the World Throughout the terms children will observe the weather and seasons exploring change	Children will make new friends and become confident with new people They will learn about the body, name parts and know how to keep healthy.	Night/Day animals- children to understand the differences in the natural surrounding- habitats Children to talk about their own experiences and special times they have shared with their family (Diwali, Christmas)	Children will learn to make predictions, explore forces, magnetism, Floating and sinking, the water cycle and the importance of hygiene. Children will learn about different occupations, different jobs and become confident with unfamiliar people Children will learn about Chinese new year	Looking at growth- what we need/ what plants needs. Plant seeds with parents and watch them grow. ICT- To use the Bee-Bot to move in directions Shows care and concern for the environment and observe growth and change	Children to talk about some of the things they have observed. Children to show care and concern for the animals 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	Children will learn about safety on school visits/ outings and how to look after ourselves in the sun Children will use IT equipment to take photographs to add to a book about transition for new children starting in September.
Expressive Arts and Design	<p style="text-align: center;">Throughout the year children will:</p> <ul style="list-style-type: none"> ● Sing a variety of nursery rhymes, and other songs, and become familiar with these ● To move to music and play instruments to a variety of different songs using units from Charanga <ul style="list-style-type: none"> ● Listen to and express opinion about a variety of different genre of music 					

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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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