

Long Term Planning 2019-20 EYFS

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Stimulus (Theme / Core Stories / Event / Experience) | Theme- Ourselves Core story- We're going on a bear hunt | Theme-Space/Superheroes/ Journey Core story- Whatever Next | Theme- People who help us. Growing Chicks Core story- Little Red hen Non-fiction-recipes how to make bread and cooking books | Theme- Castles and Dragons Core story-castle adventure Non fiction: sea animals | Theme- Growing/Minibeasts Core story-The Enormous Turnip/Sam's Sandwich Non fiction: gardening and plants | Theme- Animals Core story-Handa's Surprise Non fiction: jungle animals |
| Personal, Social & Emotional Development | Settling in Forming relationships Differences between people Awareness of boundaries/behavioural expectations Feelings Select own resources | Aware of boundaries set/behavioural expectations Forming relationships Sharing Begin to understand consequences of actions towards others Responsibility of small tasks Choose activities independently Speak confidently to familiar adults | Aware of boundaries set/behavioural expectations Collaborative play Begin to take account of others ideas Feelings Sharing | Understand actions have consequences Take turns Confident to try activities Say why they like some activities more than others Takes account of what others say Talk about self in positive terms and talk about own abilities | Cultural differences Begin to negotiate Sensitive towards others Adapt behaviours – new routines – aware of expectations Explain own knowledge Say when do/don't need help | Give reasons for likes/dislikes Adapt behaviours Take account of others' ideas Confidently speak to class group Manage feelings Follow game rules Resolve disagreements |
| Communication & Language | Follow basic instructions Express basic needs appropriately Talk in simple sentences Talk about own life/home/family Pie Corbett actions Phonics actions | Uses objects as something else in play Listens with more interest and responds to stories Prepositions Ask simple questions Beginning to understand 'why' 'how' questions Recreate roles/experiences in play Pie Corbett actions Phonics actions | Follows a story without pictures Explore sounds of new words Builds on vocabulary to reflect own experiences Pie Corbett actions | Listens attentively in different situations Uses intonation Asks questions and gives explanations Understands 'why' 'how' questions Pie Corbett actions | Create own narrative - Pie Express self being aware of listener Develop narratives and explanations Recreate roles/experiences Respond to 2-part instructions Ask 'why' questions & give explanations Respond to peer ideas Pie Corbett actions – innovating the story | Respond to things heard appropriately Answer 'how' 'why' questions Use tense accurately Sustained concentration in larger groups Express views Range of vocab. to add detail |
| Physical Development | Gross motor skills – lines/circles Fine motor skills – one handed tools Hygiene routines with support Dressing with support Pre-writing skills Moving in different ways | Gross motor skills Fine motor skills Begin to show dominant hand Observe effects of activity on body Use tools safely Healthy eating & exercise Manage hygiene routines independently | Healthy eating and exercise Shows some understanding of how healthy lifestyles can contribute to good health Pushes, pats, throws, catches, kicks objects Can stand on one foot Can write some letters and copy their name Experiments moving in different ways on equipment and jumps landing safely | Good control and co-ordination in large and small movement Travel with skill around, under, through balancing and climbing equipment Adjusts speed or changes direction to avoid obstacles Helps to put away equipment correctly | Move confidently in a range of ways. Healthy eating- understands the need for a range of foods and why we exercise Handles tools, objects, construction and malleable materials with increasing control. Uses pencil to form recognizable letters – mostly correctly formed Handles tools, objects, construction and malleable materials safely | Good control in large and small movements Handle tools effectively Knows how to keep healthy and safe Move in time to music Consistent letter size Make healthy choices Dress/undress independently |
| Literacy | Looks at books/turning pages carefully/independently Listens to & joins in with stories Rhyming strings Rhyme & alliteration Hears initial sounds Gives meanings to marks Pie Corbett actions | Anticipate key events of stories Says how a story might end Segment sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet Write simple words using phonic knowledge independently | Segment the sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet Write simple words using phonic knowledge independently | Writes a sentence in a meaningful context Using information books Reading and understanding simple sentences Attempting to write simple sentences using phonics | Demonstrating understanding of what they have read Writing regular and irregular common words Writing sentences that they and others can read Writing stories | Read & understand simple sentences Write sentences which can be read by others Read & write common words Writing different purpose-letter/shop Read & write words more than 1 syllable Read & write HF words |

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| | Phonics | | | | | |
| Mathematics | 1:1 correspondence Uses number in play Count out the right number of objects/actions Says numbers in order to 10 Match number to quantity Positional Language Represent number using fingers Number recognition 1-10 Days of the week Use shapes in pictures | Count beyond 10 Compares two groups of objects, saying when they have the same number. Size language Place numbers in order 1 more/1 less Order by weight Money Pattern | Calculations addition Time 2D shapes Beginning to use vocab for 3D shapes Select correct numeral to represent 1-5 and 1-10 objects Estimate and check Find totals by combining One more/less up to 5/10 Records work with marks Orders items by length | Calculations subtracting Using mathematical language to create and solve mathematical problems Time Distance Money Estimating Subtraction- counting backwards Counting/ordering up to 20 Weight/capacity | One more/less Count on/back on a numberline to solve addition/subtraction Doubling and halving Mathematical language to describe 3D shapes Using distance language Weight/capacity | One more/less Count on/back Doubling and halving Recognise, describe and create patterns Mathematical language Estimate & check Problem solving with groups of 2/5 or 10 Properties, position, time |
| Understanding the World | Families Differences between people Homes past and present Class pet Operating simple equipment Own body & senses Daily routines | Celebrations Similarities/differences with others Recognises and describes special events for family or friends Log on and select a program Talks about how things work | Shows an interest in different occupations and ways of life Show understanding of why and how things work Show care and concern for living things and environment Log on, select and complete a program Knows that information can be selected from the computer | Understands that children don't always enjoy the same thing Understands growth and decay Shows a concern for the living things Looks at patterns and change in the environment Understands that technology is all around us | Explore/observe the natural world Similarities/differences with environments/materials /living things/places Age-appropriate software | Observations of plants/animals Similarities/differences Use everyday technology appropriately Difference between past & present Respect differences Human impact on environments |
| Expressive Arts & Design | Sings a few familiar songs Ring games Respond to music Explores and learns how sounds can be changed. Taps out simple repeated rhythms Explores the different sounds of instruments. Explores mixing colours Build with construction materials Engage in role play | Exploring different sounds of instruments Explore what happens when mix colours Sings to self and makes up simple songs. Makes up rhythms. Uses available resources to create props to support role-play. Collaborative play on the same theme Explores colour and how colours can be changed. | Creates simple representations of events, people and objects Role play stories Construct with a purpose Introduces a storyline or a narrative to their play Choose particular for a purpose Collaborative play on the same theme Movement to music Learning a wider variety of songs | To engage in imaginative play making music, dance etc Creating different textures Selecting a wider range of tools Introducing storylines to their role play | Combine media to create new effects Choose colours for a purpose Select tools/techniques to shape, assemble, join Adapting work when necessary Develop a narrative Experimentation with different textures | Represent ideas through different means Explore sound/colour/texture Sing songs, make music and dance Evaluate own and others work Explore and combine media/materials |
| Events / Outings / Celebrations | Trip to lister park Diwali | Trip to funopolis Church and Christmas Celebrations Diwali/bonfire | Chinese new year /our new year Tesco | Skipton Castle/ Easter celebrations Gurdwara /Vaisakhi | Tong Garden Centre | Farm /ponderosa End of Year celebrations |
| Resource Implications Role Play | Home/Cottage | Rocket/Superhero head quarters | Doctors surgery/Police station/Vets/Hospital/ School | Castle/Palace/Dragon's Cave | Garden Centre/Minibeast Home | Jungle/Zoo/ shop of different foods (countries) |
| Homework project | Model of own house/ Learning Log | Make a rocket /alien | Vehicle model e.g. ambulance/ Learning Log | Easter egg competition/ Learning Log | Grow a plant/ create a minibeast talk about it Learning Log | Animal information leaflet/ Learning Log |
| Parental involvement day | A day of Phonics | A Day of Math's | A Day of Literacy linked to world book day | A Day of Creative | A Day of physical activities | A Day of Celebrations- End of year event |
| Key worker meetings | -- | October | -- | March | -- | June |

