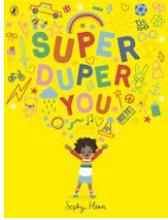


EYFS Long Term Plan 2021-22 (subject to change)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>Super Duper me, Super Duper You!</p> 	<p>When I grow up, I'd like to be a...</p> 	<p>Animals and our planet</p> 	<p>From the dinosaurs to me!</p> 	<p>We love being outdoors!</p> 	<p>Knights, Castles and Princesses!</p> 
COEL	<p>Playing and Exploring – Engagement</p> <p>Finding out and exploring, using what they know in their play, being willing 'to have a go'.</p>		<p>Active Learning – Motivation</p> <p>Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.</p>		<p>Creating and thinking critically – Thinking</p> <p>Having their own ideas, making links, choosing ways to do things.</p>	
Overview	<p>Children will consider what makes them special, how their bodies work, what their senses are and how to keep healthy. They will practise talking about their feelings and learn how others may have different feelings to them.</p> <p>Children will think about what makes a good friend and a great learner.</p>	<p>Children will think about the jobs people do to help them both inside and outside school, in Menston and further afield. They will work on asking questions and practise communicating with less familiar people.</p> <p>Children will also think about what they want to be when they grow up and why.</p>	<p>The children will learn about wild animals and farm animals within our planet. They will find out about animal habitats.</p> <p>We will look at underwater habitats.</p> <p>We will think about what it is like to live in different countries.</p>	<p>The children will learn about how the world has changed over time.</p> <p>They will learn about the wonderful world of dinosaurs.</p> <p>Children will think about how the lives of people and their local area have changed, including buildings, transport and technology.</p>	<p>Children will investigate what plants need to grow and keep healthy. They will look for similarities and differences between trees and plants. They will investigate their local area including the school grounds. They will complete outdoor learning, investigating minibeasts and visiting the school pond. We will find out about seasons.</p>	<p>Children will hear traditional tales, learn the refrains and then compare the stories with alternative versions. They will create their own stories about dragons, knights, fairies, princesses and giants and tell them to others.</p> <p>Children will also look at castles and build their own.</p>

<p>Literacy: Comprehension</p>	<p>Key text types: Stories Rhymes</p> <p>Vocabulary of the week</p> <p>I can answer questions about stories I have heard</p>	<p>Key text types: Stories Non-fiction</p> <p>I can retell the Nativity story</p> <p>Vocabulary of the week</p>	<p>Key text types: Poetry Non-fiction Stories</p> <p>Vocabulary of the week</p> <p>I can predict what happens next in a story</p>	<p>Key text types: Stories Non-fiction</p> <p>Vocabulary of the week</p> <p>I can tell my own stories</p>	<p>Key text types: Stories Non-fiction Instructions</p> <p>Vocabulary of the week</p> <p>I can talk about the vocabulary in a story</p>	<p>Key text types: Stories Poetry</p> <p>Vocabulary of the week</p> <p>I can answer inference questions about stories</p>
<p>Literacy: Word Reading</p>	<p>I can say the sound for some letters in the alphabet</p>	<p>I can say the sound for all the letters in the alphabet</p> <p>I can read Phase 2 tricky words</p> <p>I can read CVC words and labels</p>	<p>I can read 5 Phase 3 digraphs</p> <p>I can read some words with Phase 3 digraphs in</p> <p>I can read simple sentences</p>	<p>I can read all Phase 3 tricky words</p> <p>I can read 10 Phase 3 digraphs</p>	<p>I can read all Phase 4 tricky word</p> <p>I can read all Phase 15 digraphs</p>	<p>I can read some Phase 5 digraphs</p> <p>I can read all Phase 3 digraphs in words</p>
<p>Literacy: Word Writing</p>	<p>I can write some letters</p>	<p>I can write all the letters of the alphabet</p> <p>I can write initial sounds in words</p>	<p>I can write CVC words</p> <p>I can write Phase 2 tricky words</p>	<p>I can write CVCC words</p> <p>I can write a simple phrase</p>	<p>I can correctly form all the letters of the alphabet</p> <p>I can write Phase 3 tricky words</p> <p>I can write a sentence</p>	<p>I can write a sentence that can be read by others</p> <p>I can write Phase 4 tricky words</p>
<p>English Key Texts</p>	<p>Settling in / emotions</p> <p><i>Colour Monster goes to School</i> <i>Super-duper you!</i> <i>Great Big Book of Families</i></p> <p>Kindness / sharing / friendships</p> <p><i>Rainbow Fish</i> <i>Sharing a Shell</i> <i>The Smartest Giant</i></p>	<p>Non-fiction learning about jobs</p> <p>People who help us in our local community People who help us in school</p> <p>Fiction <i>Mog at the Vet</i></p> <p>Superheroes!</p> <p><i>Supertato</i></p>	<p><i>The Ugly Five</i> <i>Monkey Puzzle</i> <i>The Loudest Roar</i> <i>The Crocodile Who Didn't Like Water</i> <i>The Lion Inside</i> <i>How Many legs?</i> Animal poetry</p> <p>Farm</p> <p><i>Squash and a Squeeze</i> <i>One Fox</i></p>	<p><i>Five Enormous Dinosaurs</i> <i>How tall was a trex?</i> <i>Tyrannosaurus Drip</i> <i>Zog</i> <i>Five Little Men</i> <i>Harry at the Dinosaurs</i> <i>Oliver Jeffers -Space Whatever Next!</i> <i>Aliens Love Underpants</i> <i>Naughty Bus</i> <i>Cave Baby</i></p>	<p><i>Superworm</i> <i>Stickman</i> <i>Some Birds Flapping</i> <i>How much does a Ladybird Weigh?</i> <i>Ahhh Spider!</i> <i>The Very Hungry Caterpillar</i></p> <p>We love being outdoors (our local area)</p> <p><i>Gruffalo</i> <i>Stanley's Stick</i> <i>Leaf Man</i></p>	<p><i>This Little Pig (maths)</i> <i>Castles</i> <i>The Princess and the Wizard</i> <i>Never Say No to a Princess</i> <i>The Three Billy Goat's Gruff</i> <i>Little Red Riding Hood</i> <i>10 Little Princesses</i> <i>There is No Dragon in this Story</i> <i>Little Red</i></p> <p>Pirates</p>

	<p><i>Colin and Lee</i> <i>Dave's Rock</i></p> <p>Other texts</p> <p><i>Elmer</i> <i>Only one you</i> <i>Our class is a family</i> <i>Dear teacher</i> <i>Incredible You</i></p>	<p><i>Room on the Broom</i></p> <p>Christmas & The Nativity</p>	<p>Underwater</p> <p><i>Tiddler</i></p> <p><i>10 Splishy Splashy Fish</i></p>			
Maths: Number	<p>I can represent 1, 2, 3</p> <p>I can recognise circles and triangles</p> <p>I can compare 1, 2, 3</p> <p>I can compose 1, 2, 3</p>	<p>I can identify one more</p> <p>I can recognise shapes with 4 sides</p> <p>I can identify one less</p> <p>Time including seasons</p>	<p>I can recognize zero</p> <p>I can compare numbers to 5</p> <p>I can compose 4 and 5 in different ways (using smaller numbers)</p>	<p>I can represent 6, 7 and 8 in different ways.</p> <p>I can combine 2 groups to work out a total.</p> <p>I can build 9 and 10</p> <p>I can compare numbers to 10</p>	<p>I can build and identify numbers to 20</p> <p>I can change a quantity by adding more</p> <p>I can change a quantity by taking away</p>	<p>I can problem solve.</p> <p>I know some even and odd numbers</p> <p>I can investigate relationships between number & shape</p>
Maths: Number Patterns	<p>I can match and sort objects</p> <p>I can compare and order sets</p> <p>I can order by size</p>	<p>I can copy, continue and create a simple repeating pattern</p> <p>Recap positional language</p>	<p>I can compare the weight of 2 objects (using scales)</p> <p>I can compare capacity</p>	<p>I can match to make a pair.</p> <p>I can make direct comparisons between length and height</p> <p>I can order and sequence important events within my day.</p> <p>I can recognise 3D shapes</p> <p>I can create a simple repeating pattern</p> <p>I know some number bonds to 10</p>	<p>I can recognise number patterns beyond 10</p> <p>I can rotate a shape to fill a space</p> <p>I can investigate shape</p> <p>I can build a shape from smaller shapes in different ways</p>	<p>I can double</p> <p>I can share and group</p> <p>Spatial reasoning (3)</p> <p>I can create a map</p>
Understanding to	I can talk about my	I can talk about the roles		I can talk about similarities		I can talk about how the past

World: Past & Present	family	of people in society		and differences between the past and now.		has changed through storytelling.
Understanding the World: People, Culture & Communities	RE: Where do we live & who lives there? I can talk about my house	RE: How do people celebrate in autumn? I can talk about my school I can talk about the village of Menston Geog: Menston/Europe	RE: What makes a good helper and who helps us? I can talk similarities and differences between life in this country and life in other countries Geog: Africa/China	RE: How do people celebrate in spring? I know about some similarities and differences between different religious and cultural communities in England Geog: Russia	RE: What can we see in our wonderful world? Geog: Australia	RE: What are special places in our community? Geog: Americas
Understanding the World: The Natural World	I can talk about what I can see in the school grounds	I can talk about autumn and winter	I can talk about how the school grounds are different to the Arctic and deserts I can investigate ice	I can talk about spring	I can explore the natural world and make observations and pictures of it	I can talk about summer
Expressive Arts & Design: Creating with Materials	I can use scissors safely I can experiment with colour mixing and apply paint using paintbrushes Focus: Kandinsky	I can join materials safely Focus: Impressionism	I can draw using a computer Focus: Hockney	I can make a collage Focus: Matisse	I can make observational drawings of the natural world Focus: Goldsworthy	I can make and use props during role play I can share my art and talk about how I have made it Focus: Sculpture
Expressive Arts & Design: Being Imaginative & Expressive	I can sing nursery rhymes Music: Children's songs	I can sing Christmas songs Music: Christmas music	I can perform animal poems and rhymes Music: African music	I can move in time to music Music: Blues	I can make up stories Music: Classical music	I can tell stories Music: American music
Physical Development: Gross Motor Skills	Multi Skills (FOMS and FMS) agility Negotiate space and obstacles safely, with consideration for themselves and others.		Multi Skills (FOMS and FMS) balance and coordination Demonstrate strength, balance and coordination when playing. Use large PE apparatus		Multi Skills (FOMS and FMS) travelling Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Physical Development: Fine Motor Skills	I can use scissors safely I can begin to use a pencil with control		I can hold a paintbrush correctly I can usually hold a pencil correctly using the tripod grip		I can use cutlery correctly I can begin to show accuracy and care when drawing I can consistently hold a pencil correctly using the tripod grip	
Personal, Social & Emotional Development: Self-Regulation	<p>I can talk about my feelings and those of someone else</p> <p>I can follow the rules in my class to keep safe</p> <p>I can follow instructions, even when I am doing something else</p> <p>I can take turns and wait for what I need</p> <p>I can listen and respond appropriately</p>					

Personal, Social & Emotional Development: Managing Self	<p>I can explain the reasons for rules, know right from wrong and try to behave accordingly. I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>				
Personal, Social & Emotional Development: Building Relationships	<p>I can form positive attachments with adults and peers I can work and play cooperatively and take turns with others. I am sensitive to my own needs and those of others.</p>				
Communication & Language: Listening & Attention	I can 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	I can make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		
Communication & Language: Speaking	I can talk to one person about my life and ideas. I can use full sentences. I can learn and use new vocabulary.	I can talk to a small group about my ideas. I can use past, present and future tenses and conjunctions. I can learn and use new vocabulary.	I can talk to the class about my ideas. I can talk about why things might happen and use new vocabulary from stories. I can learn and use new vocabulary.		
Trips, visitors and special days* *subject to change	Senses Day	Church Visit Library Visit Cafe Visit Visitors with different jobs Fire engine visit Wow - Nativity performance for parents	Half yearly assembly for parents Charity fundraiser	Wow: Visitors from the local community	Wow - outdoor learning day Farm visit Wow: Foundation Animal Art Gallery! Wow: Sports Day Wow: End of year assembly for parents