







EYFS Long Term Plan

	Autumn 1 PSED focus	Autumn 2 Geography focus	Spring 1 Literacy focus	Spring 2 History focus	Summer 1 Science focus	Summer 2 Literacy focus
Theme	Superheroes! 	Off on a journey! 	We love Julia Donaldson! 	From the dinosaurs to me! 	We love being outdoors! 	Knights, Castles and Princesses! 
COEL	Playing and Exploring – Engagement Finding out and exploring, using what they know in their play, being willing 'to have a go'. Superhero powers: Fantastic Focus, Go for it Agent, Agent Ides, Super Explorer, Captain Independent		Active Learning – Motivation Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.		Creating and thinking critically – Thinking Having their own ideas, making links, choosing ways to do things.	
Overview	<p>Children will consider what makes them super and what makes others super too. They will talk about their feelings and those of others.</p> <p>They will learn how they can be super learners and will meet some real-life superheroes too.</p>	<p>Children will learn about different kinds of journeys, to school, on local transport and even into space.</p> <p>Children will learn about life in other countries and compare it to their own. Children will think about the journeys made in the Nativity story.</p>	<p>Children will retell Julia Donaldson stories using speech, music, drama and dance. They will compare her books that rhyme with those that do not and make up their own rhymes.</p> <p>Children will also conduct their own surveys of special books and compare the work of different illustrators.</p>	<p>Children will think about how the world has changed over time, comparing their life with that of people long ago. They will do research into different kinds of dinosaurs and think about how the Earth is different now.</p> <p>Children will also think about how schooling has changed over time.</p>	<p>Children will investigate the natural world in the school grounds. They will study plants, including trees, minibeasts and pondlife. Children will learn about what they can do to look after their world.</p> <p>They will also learn about farms.</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>

EYFS Long Term Plan

British Values <i>(See also separate document.)</i>	Democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Fundamental British Values are taught throughout the year.					
Literacy: Overview	Two of the most important aspects of learning in school are reading, both the comprehension of language and word reading, and writing. Families are given information about how to support literacy learning before their child starts school and at workshops. Reception in Menston is a text-rich environment. Books provide the key to topic planning and are shared and enjoyed daily, along with songs, poems and rhymes. Children take home school library books and visit Menston Library. Phonics lessons begin in the first full week of school. Children are taught to decode words using their phonic knowledge and to sight-read tricky words. Writing starts with oracy and language skills are developed through engaging provision and structured teaching. Fine motor skills are developed through planned activities and opportunities in provision. Handwriting is taught from the start of the year. Transcriptional skills are taught in line with phonics teaching, and children are encouraged to compose their own sentences, orally at first and then on paper. Writing dictated sentences offers children the chance to write at a level matching their phonic knowledge. Success in literacy is shared and celebrated.					
Literacy: Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	Key texts: 1: Colour Monster 2: Colour Monster goes to School 3: Supertato 4: Super Daisy 5: Firefighters' Handbook 6. Non-fiction books about jobs 7. Firefighters' Handbook 8. Leaf Man Poetry Focus Big Book of Nursery Rhymes Key text types: Stories Rhymes I can answer questions about stories I have heard. Vocabulary of the week	Key texts: 1. Journey 2: Hundred Decker Bus 3: Naughty Bus 4: Bob the Man on the Moon 5: Whatever Next! 6: Little Owl and the Star 7. The Christmas Pine Poetry Focus The Lion Book of Christmas Poems Key text types: Stories Non-fiction I can retell the Nativity story. Vocabulary of the week	Key texts: 1: The Gruffalo 2: Stick Man 3: The Gruffalo's Child 4: Room on the Broom 5: The Snail and the Whale 6: The Smartest Giant in Town Author/poet focus: Julia Donaldson Key text types: Poetry Stories I can predict what happens next in a story. Vocabulary of the week	Key texts: 1. What Did the Tree See? 2. First Facts Dinosaurs 3: Peepo! 4. Dave's Rock/Dave's Cave 5: My Mum is Fantastic! Author/poet focus: Allan Ahlberg Key text types: Stories Non-fiction I can tell my own stories. Vocabulary of the week	Key texts: 1: Sunflower non-fiction 2. Usborne Book of Trees. 3. How Much Does a Ladybird Weigh? 4. RSPB Book of Birds 5. Tadpole's Promise 6. Farmer Duck Author focus: Jeanne Willis Poet focus: Giles Andreae Key text types: Stories Non-fiction Instructions I can talk about the vocabulary in a story. Vocabulary of the week	Key texts: 1. Little Red 2. Rapunzel 3. Peep Inside the Castle 4: Billy Goat's Gruff 5. There's No Dragon in This Story 6: Cinderella 7. Goldilocks and Just the One Bear Author focus: Chris Haughton Poet focus: Benjamin Zephaniah Key text types: Stories Poetry I can answer inference questions about stories. Vocabulary of the week

EYFS Long Term Plan

<p>Literacy: Writing</p> <p>ELG 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>I can give meanings to marks I make.</p> <p>I can copy handwriting patterns.</p> <p>I can copy my name.</p> <p>I can hear initial sounds.</p> <p>I can write initial sounds.</p> <p>I can write some end sounds.</p> <p>I can begin to write CVC words using taught sounds.</p>	<p>I can predict what a character might be thinking,</p> <p>I can write my name.</p> <p>I can say a list.</p> <p>I can write CVC words.</p> <p>I can write many of the sounds in words in my list.</p> <p>I can use finger spaces in a dictated sentence with support.</p> <p>I know what a full stop is for.</p>	<p>I can write a thank you note.</p> <p>I can label a picture.</p> <p>I can hear a rhyme.</p> <p>I can write words that rhyme.</p> <p>I can tell a short story.</p> <p>I can make a poster.</p>	<p>I can make my own timeline.</p> <p>I can write rhyming words to contribute to a class poem.</p> <p>I know a story has a beginning, a middle and an end.</p> <p>I can verbally recount a visit.</p> <p>I can write a sentence about my mummy.</p>	<p>I know what instructions are.</p> <p>I know the difference between a fiction and a non-fiction book.</p> <p>I can verbally describe a pond creature using adjectives.</p> <p>I can write a sentence about a minibeast.</p> <p>I can write a sentence about a bird.</p> <p>I can write a sentence about something I did at the farm.</p>	<p>I can write my prediction about what might happen next.</p> <p>I can write sentence about a troll.</p> <p>I can talk about different versions of a story.</p> <p>I can write a short story with support.</p> <p>I can write a card for my Year 6 buddy.</p> <p>I can write a sentence about myself for my new teacher.</p>
<p>Literacy: Word Reading (Phonics)</p> <p>ELG 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>Phonemes: <i>/s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, /c/, /k/, /ck/, /e/, /u/, /r/, /ss/, /h/, /b/, /f/, /ff/, /l/</i></p> <p>Tricky words: I, the, no, put, of, is, to, go, into, pull, as, his.</p>	<p>Phonemes: <i>/j/, /v/, /w/, /x/, /y/, /z/, /zz/, /qu/, /ch/, /sh/, /th/, /ng/, /nk/, /ai/, /ee/, /igh/, /oa/, -es endings.</i></p> <p>Tricky words: he, she, buses, we, me, be, push, was, her, my, you.</p>	<p>Phonemes: <i>/oo/, /ar/, /ur/, /or/, /ow/, /oi/, /ear/, /air/, /ure/, /er/, /oa/.</i></p> <p>Tricky words: they, all, are, ball, tall, when, what.</p>	<p>Phonemes: Review of prior learning</p> <p>Tricky words: said, so, have, were, out, like, some, come, there, little, one, do, children, love.</p>	<p>Word reading: CVCC words, CCVC words, CCVCC words, CCCVC words, CCCVCC words.</p> <p>Word endings: -ed /ed/, -ed /t/, -ed /d/, -er, -est.</p>	<p>Phonemes: <i>/ai/ <ay>, /ow/ <ou>, /igh/ <ie>, /ee/ <ea>, /oi/ <oy>, /ur/ <ir>, /yoo/ <ue>, /or/ <aw>, /w/ <wh>, /f/ <ph>, /yoo/ <ew>, /oa/ <oe>, /or/ <au>, /ee/ <ey>, /ai/ <a-e>, /ee/ <e-e>, /igh/ <i-e>, /oa/ <o-e>, /yoo/ <u-e>, /s/ <c>.</i></p> <p>Word endings: -le</p> <p>Tricky words: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</p>

EYFS Long Term Plan

<p>Maths: Overview</p>	<p>Maths learning in Reception provides children with key counting skills and a good understanding of numbers to ten. Learning is based on the NCTEM's Mastering Number Programme in and additional lessons are taught covering shape, space and measure and following children's interests. Children learn through a combination of direct teaching, group work and self-led activities. Some maths is taught outdoors. Children have opportunities to practice their mathematics using a wide range of manipulatives, Hungarian number frames and tens frames. Mathematical language is modelled and maths learning is also supported through songs, books, stories and a number-rich environment.</p>					
<p>Maths: Number & Number Patterns</p> <p>ELG Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5.</p> <p>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>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>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>I can join in with counting songs.</p> <p>I can talk about day-to-day routines.</p> <p>I can subitise up to 3.</p> <p>I can use 1:1 correspondence when counting up to 5.</p> <p>I can compose 3 in different ways.</p> <p>I am beginning to recognise subgroups within a set.</p> <p>I can continue and extend a repeating pattern.</p> <p>I can create a repeating pattern of 2.</p> <p>I can compare sets.</p> <p>I can make 4.</p> <p>I can use 1:1 correspondence when counting items up to 10.</p>	<p>I know the last number I count to in a set is the total.</p> <p>I know the numeral 5 matches the fingers in 1 hand.</p> <p>I understand some prepositions.</p> <p>I can compare the number of items in 2 sets by counting 1:1.</p> <p>I am starting to understand the term 'equal'.</p> <p>I know some terms relating to capacity.</p> <p>I know what the terms 'whole' and 'part' mean.</p> <p>I can compose 3, 4 and 5.</p> <p>I can create a repeating pattern of 3.</p> <p>I can recognise numerals to 5.</p>	<p>I can practise my subitising skills.</p> <p>I can recognise die patterns to six.</p> <p>I can use everyday words to talk about time.</p> <p>I understand what the term 'altogether' means.</p> <p>I understand the position each number holds in a number sequence does not change.</p> <p>I know each know each number has a value of 1 more than the previous number.</p> <p>I can compose numbers to 5 using the part-part whole model.</p> <p>I can make repeating patterns with 2D shapes.</p> <p>I know that 6 and 7 are composed of '5 and a bit'.</p> <p>I can compare sets focused on numerosity.</p> <p>I can tally to collect data.</p>	<p>I can see and talk about sub-groups within numbers.</p> <p>I can represent numbers in different ways.</p> <p>I can understand terms relating to measurement.</p> <p>I know 8 is '5 and 3 more'.</p> <p>I can order quantities to 10.</p> <p>I can measure using non-standard units.</p> <p>I can make 7 in different ways.</p> <p>I can measure using metres.</p> <p>I understand when 2 equal parts make a whole.</p> <p>I understand the difference between equal and not equal.</p> <p>I can sort using different criteria.</p>	<p>I can count 1:1 to 20.</p> <p>I can talk about odd and even numbers.</p> <p>I can recall the parts of 5 when 1 part is not visible.</p> <p>I know that 9 is composed of '5 and a bit'.</p> <p>I can explore how 10 is composed.</p> <p>I understand where numbers up to 10 are in relation to each other.</p> <p>I know that teen numbers are made of 10 and some more.</p>	<p>I can use a rekenrek.</p> <p>I can compare numbers up to 10 in different contexts.</p> <p>I can recognize when one quantity is greater than, less than or the same as the other.</p> <p>I can explore and represent patterns with numbers up to 10.</p> <p>I can verbally count beyond 20.</p> <p>I can recognize the pattern of the counting system.</p> <p>I can automatically recall number bonds up to 5.</p> <p>I can form numerals to 9 correctly.</p> <p>I can talk about my feelings relating to number.</p>

EYFS Long Term Plan

		<p>I know that when a set of objects is rearranged its quantity remains the same.</p> <p>I can name and describe 2D shapes.</p> <p>I can name and describe 3D shapes.</p>	<p>I can compare data displayed on a bar chart.</p>	<p>I understand what a double is.</p>		
<p>Understanding the World: Overview</p>	<p>Topic planning weaves in Understanding the World throughout the year and children's interests are often linked to this area of learning (e.g. places they have visited or animals they have seen). Books provide a wonderful way in to geography, history, RE and science learning, setting the foundation for Year 1. Visits, visitors and themed days are particularly valuable ways of further developing children's understanding of the world beyond their doorsteps.</p>					
<p>UtW: Past & Present</p> <p>ELG 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>I can talk about the items in my Chatterbox.</p> <p>I can talk about my family.</p> <p>I can explore the school grounds.</p> <p>I know about different jobs in my community.</p> <p>Foundation learning timeline</p>	<p>I can talk about how journeys have changed over time.</p> <p>I can talk about journeys around Menston.</p> <p>I can talk about customs surrounding Bonfire Night.</p> <p>I have learnt about Chris Hadfield.</p> <p>Foundation learning timeline</p>	<p>Foundation learning timeline</p> <p>I can present my learning about Julia Donaldson.</p>	<p>I know how a landscape can change over time due to human interaction. <i>What Did the Tree See?</i></p> <p>I know the world was different before humans.</p> <p>I know how our school has changed over time.</p> <p>I know how I have changed since I was born.</p> <p>Foundation learning timeline</p>	<p>Foundation learning timeline</p> <p>I can talk about what I think about school.</p>	<p>I can talk about my first year in school.</p> <p>I know what a castle is.</p> <p>Foundation learning timeline</p>
<p>RE</p> <p>ELG 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>Who belongs in my family and community (1)?</p> <p>How do people celebrate special times in autumn?</p>	<p>Who belongs in my family and community (2)?</p> <p>How do people celebrate special times in winter?</p> <p>Remembrance Sunday</p>	<p>Why are some objects special (1)?</p> <p>What happens before and during Lent?</p>	<p>Why are some objects special (2)?</p> <p>How do people celebrate special times in spring?</p> <p>Visit to St John's for Easter.</p>	<p>How do we understand and care for the world?</p> <p>How and why is Eid al-Adha celebrated?</p>	<p>Which places are special to members of our community?</p>

EYFS Long Term Plan

		<p>I can retell the Christmas story.</p> <p>Visit to St John's for Christmas</p>		<p>I can talk about customs surrounding Easter.</p>		
<p>UtW: People, Culture & Communities</p> <p>ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>I can listen to our visitors: police officer, doctor, vicar, governor, musician, crossing patrol person.</p> <p>I can talk about firefighters.</p>	<p>I can listen to our visitors: dentist, dancer, nurse.</p> <p>I can visit the library.</p> <p>I can visit the church.</p> <p>I know that schools are different in different places.</p> <p>I can talk about a journey into space.</p> <p>I know I live on Earth.</p> <p>I know how to locate land and water on maps.</p> <p>I know a fact about London.</p> <p>I know Christmas is celebrated in different ways in different places.</p>	<p>I can explore traditions related to the Lunar New Year.</p> <p>I can use a map to navigate the school grounds.</p> <p>I can compare landscapes.</p> <p>I can learn about how our country is different to China.</p>	<p>I can listen to our EYFS governor about how the school experience has changed since they were at school.</p> <p>I can learn about our school's history through photographs and a tour.</p> <p>I know how my life is different to Stone Age Dave's.</p>	<p>I can explore different habitats within the school grounds.</p> <p>I can talk about the difference between a farming landscape and Menston village.</p> <p>I can use a map to follow a route.</p> <p>I can make a map.</p>	<p>I can talk about holidays I have been on, or where I might go.</p>
<p>UtW: The Natural World</p> <p>ELG 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</p>	<p>I can identify an oak tree.</p> <p>I can talk about the parts of an oak tree.</p> <p>I know an oak tree comes from an acorn.</p>	<p>I can explore reflections. (<i>Naughty Bus.</i>)</p> <p>I can name human organs. (Life Education Visit)</p> <p>I know what I need to keep healthy.</p>	<p>I can explore shadows. (<i>Gruffalo's Child.</i>)</p> <p>I know that different creatures live in different habitats. (<i>The Gruffalo</i>)</p> <p>I can identify and count birds with my Y6 buddy. RPSB Bird Week.</p>	<p>I know there are similarities and differences between dinosaurs.</p> <p>I know that some dinosaurs ate meat and some did not.</p>	<p>I can explore minibeasts.</p> <p>I can investigate plants.</p> <p>I can talk about seeds.</p> <p>I can investigate trees.</p> <p>I can draw plants.</p> <p>I can explore pond life.</p> <p>I can make observations about what I find.</p>	<p>I can talk about the summer.</p> <p>I can explore different building materials.</p>

EYFS Long Term Plan

<p>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>I can talk about what happens in the autumn.</p> <p>I can spot a squirrel.</p>	<p>I know that we live on Earth.</p> <p>I know how to look after my teeth.</p> <p>I know there are other planets in our solar system.</p> <p>I know that the moon is different to Earth. (<i>Whatever Next!</i>)</p>	<p>I can talk about what happens in the winter.</p> <p>I can explore snow, ice and melting,</p>	<p>I know there are different types of teeth for different jobs.</p> <p>I can talk about spring.</p> <p>Science Week:</p> <p>I can investigate colour. chromatography.</p> <p>I can investigate herbs.</p> <p>I can explore forces using ramps and cars.</p> <p>I can explore how different liquids clean coins.</p> <p>I can talk about what might happen in experiments.</p> <p>I can explore sound. (<i>Darcy's Deaf</i>)</p> <p>I can predict and talk about sinking and floating.</p> <p>I can explore the weather.</p> <p>Visits from scientists.</p>	<p>I can identify three minibeasts.</p> <p>I can pond dip safely and talk about what I found.</p> <p>I can identify three types of trees.</p> <p>I can plant a seed.</p> <p>I can talk about similarities and differences between plants.</p> <p>I can identify three different birds.</p> <p>I can identify three types of plants.</p>	
<p>Expressive Arts and Design: Overview</p>	<p>Art is taught following the Kapow scheme, which has clear skills progression. Children also have daily access to a range of materials for working on their own art or junk model creations. Many children choose to create with resources such as Lego or blocks. This area of learning is carried through outside with materials such as paint and chalk, and crates. Continuous provision is enhanced with props to support topic learning or children's interests. Plan, do, review structures enable children to talk about what they have done and evaluate their success. Storytelling is supported through puppets and children often choose to make their own puppets. Planned music lessons give children exposure to a wide range of musical genres and a chance to move to music, which is further on offer in provision.</p>					
<p>EAD: Creating with Materials</p> <p>ELG</p>	<p><u>Art: Skills and Safety</u></p>	<p><u>Art: Skills and Safety continued.</u></p> <p>I can cut along a</p>	<p><u>Kapow Art: Drawing</u></p> <p>I can say how I would make my creation different or the same</p>	<p><u>Kapow DT: Making Boats</u></p> <p>I can make a boat (project).</p>	<p><u>Kapow Art: Painting</u></p> <p>I can apply paint in different ways.</p>	<p><u>Kapow DT: Making Bookmarks</u></p>

EYFS Long Term Plan

<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.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>I can use scissors safely.</p> <p>I can snip paper.</p> <p>I can cut in a straight line.</p> <p>I can join with glue and masking tape.</p> <p>I can draw a recognisable person.</p> <p>I can thread.</p> <p>I can draw circles and squares.</p> <p>I can say what I think about a piece of art.</p> <p>I can paint a picture.</p>	<p>curve.</p> <p>I can use scissors effectively.</p> <p>I can join with split pins.</p> <p>I can join with Sellotape.</p> <p>I can draw triangles.</p> <p>I can mix colours to get the shade I need.</p> <p>I can answer questions about my creation.</p> <p>I can make a climbing Santa.</p>	<p>another time.</p> <p>I can draw patterns with different implements.</p> <p>I can do an observational drawing of a plant.</p> <p>I can complete a self-portrait copying a photograph.</p> <p>I know what 'abstract' means in art.</p> <p>I can cut out a shape.</p>	<p>I can talk about different types of materials.</p> <p>I can plan, do and review.</p>	<p>I can make a paintbrush.</p> <p>I can paint using mud paint.</p> <p>I can use mixed media to make my own piece of art.</p>	<p>I can perform songs to an audience.</p> <p>I can design a bookmark. Kapow project.</p> <p>I can follow my design.</p> <p>I can use binka and a needle.</p> <p>I can make a bookmark.</p>
<p>EAD: Being Imaginative & Expressive</p> <p>ELG Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>I can sing nursery rhymes.</p> <p>I can listen to poems.</p> <p>I can move to music.</p> <p>I can move my body in different ways to different types of music.</p> <p>I can explore musical instruments.</p>	<p><u>Music theme: Celebrations</u></p> <p>I can sing songs for the Christmas show.</p> <p>I can retell the Nativity story.</p> <p>I can perform songs to an audience.</p>	<p><u>Music theme: Action Songs</u></p> <p>I can retell the story of The Gruffalo.</p> <p>I can sing Julia Donaldson songs.</p> <p>I can perform action songs to an audience.</p> <p>I can explore beats/tempo/pitch</p>	<p><u>Music theme: Musical Stories</u></p> <p>I can recite a poem.</p> <p>I can use actions to retell a story to music.</p> <p>I can use sound from instruments to represent a character, a mood or an object.</p> <p>I can plan, do and review.</p>	<p><u>Music theme: Transport</u> can make up a story about a farm I can explore sound, tempo and speed.</p>	<p><u>Music theme: Big Band</u></p> <p>I can make up alternative versions of traditional tales.</p> <p>I know what an instrument is.</p> <p>I know what an orchestra is.</p> <p>I can follow a beat.</p> <p>I can experiment with tuned and untuned instruments.</p>

EYFS Long Term Plan

Physical Development: Overview	<p>Gross and fine motor skill development are fundamental to writing. Gross motor skills are developed through weekly PE lessons, yoga, activities in outdoor provision (e.g. digging and obstacle races) and using the Daily Mile tracks. Children have daily access to provision that supports fine motor skills development, such as tweezer challenges, jigsaws and craft resources. They also take part in Doh Disco and planned fine motor challenges.</p>					
Physical Development: Gross Motor Skills ELG Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Multi Skills Jumping/Travelling I can run and stop with some control. I can explore galloping, skipping as a travelling action. I can explore travelling in different patterns. I can jump and hop with bent knees. I can change direction safely. I can explore moving different body parts. I can do an obstacle course. I know how to take part in a PE lesson safely. I know how to use the sports equipment outside safely.	Multi Skills: Agility, Balance and Co-ordination I can move my body with agility. I can hold a balance. I can balance along a line. I can use hand-eye co-ordination to throw a beanbag into a hoop.	Gymnastics I can jump in different ways. I can roll in different ways. I can do a bunny hop. I can travel in different ways. I can hold shape balances. I can move my body to follow instructions and tell a story (Gruffalo PE).	Dance I can move my body to music in different ways. I can put two or more elements together to create simple movement phrases. I can use movement express ideas/feelings/themes. I can use my imagination to act our stories through dance.	Multi Skills: Ball Skills I can catch a ball with two hands. I can throw and catch with a friend. I can kick a ball at a target. I can hit a ball with a bat or a racquet. I can play games involving throwing, striking.	Athletics I can use a hockey stick with control. I can throw a basketball and aim it in the direction of a hoop. I can jump over hurdles. I can have a go at skipping with a rope. I can roll a ball at skittles. I can jump in a range of ways. I can take part in Sports Day

EYFS Long Term Plan

<p>Physical Development: Fine Motor Skills</p> <p>ELG 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, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>I can take part in fine motor skills activities.</p> <p>I know what a tripod (crocodile) grip is.</p> <p>I can follow instructions.</p> <p>I know how to sit on a chair to write.</p> <p>I can copy handwriting patterns.</p> <p>I know how to use scissors safely.</p> <p>I can use a paintbrush effectively.</p> <p>I can start to form recognisable letters.</p> <p>I can draw a recognisable person.</p>	<p>I can use scissors effectively.</p> <p>I can use cutlery to cut up food.</p> <p>I know in handwriting letters are taught in letter families.</p> <p>I can form these letters correctly: l, i, t, u, j, y.</p> <p>I can form these letters correctly: c, a, o, q, g, d, e, s, f.</p> <p>I can try to use a tripod grip.</p> <p>I can draw a person with increasing detail.</p>	<p>I can use a tripod grip.</p> <p>I can form these letters correctly: r, b, n, h, m, k, p.</p> <p>I can form these letters correctly: v, w, x, z.</p> <p>I can draw recognisable representations of objects other than a person.</p>	<p>I can form these capitals correctly: A-M.</p> <p>I can write lowercase letters in the correct position on a line.</p>	<p>I can form these capitals correctly: N-Z.</p> <p>I can write lowercase letters at the right height.</p>	<p>I can form letters independently without referring to a display.</p>
<p>Personal, Social & Emotional Development: Overview</p> <p>PSED: Self-Regulation</p> <p>PSED: Managing Self</p> <p>PSED: Building Relationships</p>	<p>Developing personal, social and emotional skills are fundamental to success in life. These skills are the key focus in children’s early weeks at school, but teaching continues throughout the year. Learning is supported by taught lessons, storytelling and books. Children practise their skills during free-flow. Planning follows Coram Life Education, My Happy Minds and bespoke Menston Primary planning.</p> <p>ELG 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>ELG 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>ELG: 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>					

EYFS Long Term Plan

	<p>Coram: Me and my Relationships</p> <p>I can talk about my feelings.</p> <p>I can talk about things I like.</p> <p>I understand about the 'power of yet'.</p> <p>I can talk about why I am special.</p> <p>I know about people who help me.</p> <p>I know who is special to me.</p> <p>I know what always and sometimes food is.</p> <p>I know doctors help us.</p>	<p>Coram: Keeping Myself Safe</p> <p>Coram Life Education visit: How to keep healthy.</p> <p>I know how to keep safe indoors and outdoors.</p> <p>I know what is safe and what is not safe for my body.</p> <p>I know how to stay safe online.</p> <p>I know what bullying is.</p> <p>I know how to look after my teeth.</p> <p>My Happy Minds: Meet your brain</p>	<p>Coram: Valuing Difference</p> <p>I know about same and difference.</p> <p>I know that families can be the same or different to my own.</p> <p>I know that peoples live in different types of homes.</p> <p>I am caring.</p> <p>I am a friend.</p> <p>My Happy Minds: Celebrate</p>	<p>Coram: Rights and Respect</p> <p>I know how to look after my special people.</p> <p>I know how to look after my friends.</p> <p>I am helpful at home and care for our classroom.</p> <p>I can care for our world.</p> <p>I know how to look after money.</p> <p>My Happy Minds: Appreciate</p>	<p>Coram: Growing and Changing</p> <p>I can name the seasons and know how they differ in England.</p> <p>I know bodies change as they get older.</p> <p>I know that creatures have a life cycle.</p> <p>I know how babies are different to me.</p> <p>I know what makes a good friend.</p> <p>I can talk about my body.</p> <p>My Happy Minds: Relate</p>	<p>Coram: Being my Best</p> <p>I can bounce back when things go wrong.</p> <p>I can have a go.</p> <p>I know what healthy eating is.</p> <p>I know what to do if I am worried.</p> <p>I know why I need to move my body.</p> <p>I know why it's important to have a good night's sleep.</p> <p>My Happy Minds: Engage</p>
<p>Communication & Language: Overview</p>	<p>The ability to communicate effectively is vitally important in school. In Foundation the children are given opportunities daily to practise their listening and attention skills in many different scenarios. Questioning is encouraged and helps to develop children's understanding. Correct English is modelled by staff. Target vocabulary is shared with parents and taught every week, linked to the texts or other learning (e.g. maths). All children are encouraged to discuss their ideas with others.</p>					
<p>C&L: Listening, Attention and Understanding</p> <p>ELG: 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</p>	<p>I know why listening is important.</p> <p>I can listen attentively in different scenarios.</p> <p>I can join in with whole class singing and rhymes.</p> <p>I can comment on something I have been told.</p> <p>I can demonstrate my understanding by following short instructions.</p> <p>I can answer questions 1:1.</p>	<p>I can ask questions to clarify my understanding.</p> <p>I can demonstrate my understanding by following longer instructions.</p> <p>I can answer questions when asked in a group.</p> <p>I can describe events in some detail.</p> <p>I can tell stories.</p>			<p>I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers.</p> <p>I can answer questions when asked in a class.</p> <p>I can talk to the class about my ideas.</p> <p>I can use past, present and future tenses and conjunctions.</p> <p>I can express my opinions and justify them.</p>	

EYFS Long Term Plan

<p>understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>						
<p>C&L: Speaking</p> <p>ELG 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>I can talk to one person about my life and ideas.</p> <p>I can use full sentences when speaking.</p> <p>I can learn and use new vocabulary.</p>		<p>I can talk to a small group about my ideas.</p> <p>I can make predictions.</p> <p>I can talk about my learning.</p> <p>I can learn and use new vocabulary.</p>		<p>I can talk in grammatically correct full sentences.</p> <p>I can talk to a small group of children.</p> <p>I can talk about my ideas and explain my reasoning.</p> <p>I can use talk to work out my problems, explain how things work and what might happen.</p> <p>I can learn and use new vocabulary.</p>	
<p>Technology</p>	<p>I can go on a hunt around school looking for technology.</p> <p>I know how to keep safe online (with Smartie the penguin).</p> <p>I can play games on the interactive whiteboard using drag and drop.</p> <p>E-Safety: Self-image and identity</p> <p>Computational</p>	<p>I can take photographs of my model on an iPad.</p> <p>I incorporate pretend technology into my play.</p> <p>E-Safety: Health, Well-being and lifestyle</p> <p>Computational thinking: winter scarves for snowmen</p>	<p>I can take part in activities for Safer Internet Day.</p> <p>I can play learning games on an iPad.</p> <p>E-Safety: Online reputation</p> <p>Computational thinking: springtime rabbit run</p>	<p>I can take photographs of plants on an iPad during Science Week.</p> <p>I can search for information online about dinosaurs with adult support.</p> <p>E-Safety: Managing online information</p> <p>Computational thinking: look how we grow</p>	<p>I can draw pictures of minibeasts on an iPad.</p> <p>I can explore Bee-Bots.</p> <p>E-Safety: Copyright and ownership</p> <p>Computational thinking: springtime seed sequencing</p>	<p>I can login to a computer with help from my Y6 buddy.</p> <p>I can type my first name using a keyboard with help from my Y6 buddy.</p> <p>I can identify a keyboard, a monitor and mouse.</p> <p>I can start to develop mouse skills.</p>

EYFS Long Term Plan

	thinking: autumn garland					E-Safety: Privacy and security Computational thinking: summer fun colour collections
Trips, visitors and special days <i>(See also separate document.)</i>	Jobs people do visitors Staff crossing patrol visitor Superhero Day (linked to CofEL)	Church visit for Christmas Library visit Life Education visit Year 6 Christmas Crafts	Library visit Julia Donaldson Outdoor Day Number Day Chinese New Year Day	Church visit for Easter Library visit Science Week World Book Day Dinosaur Day	Farm visit Library visit	Library visit Traditional Tales Outdoor Day Cinderella Ball
Parental engagement	Curriculum Information evening Parents' evening Phonics Workshop	Nativity performance for parents	Julia Donaldson assembly for parents Writing Workshop	Parents' evening Easter craft afternoon with parents Science Celebration Maths Workshop		Sports Day End of year assembly for parents