

## Alkborough Primary School - EYFS Long Term Plan

Our curriculum/long term plan will be supported by Development matters 2020

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The mini themes mentioned below will be flexible to follow the children's interests, lines of enquiry and next steps in learning.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Main theme (but not limited to)	Cycle 1	All about me/ ourselves	Cycle 1	Celebrations	Cycle 1	Animals	Cycle 1	Changes	Cycle 1	People who help us/occupations	Cycle 1	Fairy tales fantasy and adventure
	Cycle 2		Cycle 2	Food	Cycle 2	Places	Cycle 2	Heroes	Cycle 2	Transport and travel	Cycle 2	Under the sea/water
Possible experience	Autumn walk/walk around the village Trip to the park(keeping ourselves safe/physically active) Harvest festival Mini first Aid		Cooking Christmas nativity Diwali Church visit for christingle Cinema trip Pizza express trip		Visit from Lion learners <a href="https://www.lionlearners.co.uk/">https://www.lionlearners.co.uk/</a> Normanby park visit Winter walk Pink pig trip		Normanby park visit Easter egg hunt Butterflies		Visit from fire brigade/police/nurse/dental nurse  Different occupations		Trip to the Deep Play avenue trip	
Parental engagement	Home visits Parent meeting in school re EYFS curric and supporting learning at home Proud clouds Portfolios on dojo Parent consultations		Christmas stay and play session for parents and any prospective parents Proud clouds Portfolios on dojo		Proud clouds Portfolios on dojo Parent consultations		Easter stay and play session for parents and any prospective parents Proud clouds Portfolios on dojo		Proud clouds Portfolios on dojo		Summer stay and play session for parents and any prospective parents Proud clouds Portfolios on dojo End of year reports	
Talk for writing core texts to be used for literacy work or shared at storytime throughout the year	Brown Bear Brown Bear What do You See? Hairy Maclary from Donaldson's dairy On the way home Mr Gumpy's Motorcar The Very Hungry Caterpillar Handa's Surprise Dear Zoo You Choose The Gruffalo				Mrs Armitage on Wheels Farmer Duck Traditional tales Rosie's Walk Owl Babies Little Red Hen We're Going On a Bear Hunt Jasper's Beanstalk Whatever Next?							

<p>PSED (SCARF units plus adult interactions/modelling behaviour etc )</p>	<p>Scarf- Me and my relationships World mental health day</p>	<p>Scarf-Valuing difference Anti-bullying week Black history month</p>	<p>Scarf-Keeping myself safe Children's mental health week</p>	<p>Scarf- Rights and responsibilities Big talk</p>	<p>Scarf- Being my best</p>	<p>Scarf- growing and changing</p>
<p>RE</p>	<p>My senses - Respond to key elements in religion using their five senses Myself - Recognise and explore feelings</p>	<p>Special times in my life - Recognise special times and feel good about themselves Special times for me and - Recognise and respond to key religious events throughout the year (christmas for Christians) (Diwali for Hindus and sikhs)</p>	<p>Care for and respect living things: plants and animals Our special places- Identify places which are special to them and to others</p>	<p>My life- Appreciate the wonder of life and development Special times for me and - Recognise and respond to key religious events throughout the year (Easter for Christians)</p>	<p>Special people to me- Recognise and respond appropriately to key figures in their lives  Our beautiful world - Explore and respond to the natural world and recognise there are some questions that are difficult to answer</p>	<p>Our books are special - Know that books are important sources of information and should be handled with care and respect</p>
<p>Physical Development</p>	<p>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons, Woodwork and Sewing tools appropriate to their stage of development. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>					
<p>Communication, language and literacy</p>	<p>Primary steps in PE Foundation resources - movement , Supplemented with other dance sessions relating to the theme Yoga Go Noodle Write dance/dough disco The jungle journey - A Whole-class Programme to Develop Fine and Gross Motor Skills?</p>	<p>Primary steps in PE Foundation resources - Body management, supplemented with apparatus sessions Yoga Go Noodle Write dance/dough disco for nursery (and any reception children that are not on track and still need) The jungle journey - A Whole-class Programme to Develop Fine and Gross Motor Skills (should be finished and assessed this term)</p>	<p>Primary steps in PE Foundation resources - object manipulation , supplemented with other games e.g. scatterball Sports day practise and sports day Yoga Go Noodle Write dance/dough disco for nursery (and any reception children that are not on track and still need)</p>			
<p>Communication, language and literacy</p>	<p><u>Nursery will be learning to (amongst other things) .....</u>enjoy listening to longer stories and remember much of what happens, pay attention to more than one thing at a time, use a wider range of vocabulary, understand a question or instruction that has two parts, understand 'why' questions, Sing a large repertoire of songs, know many rhymes, be able to talk about familiar books, and be able to tell a long story, be able to express a point of view and to debate when they disagree with an adult or a friend, use words as well as actions, start a conversation with an adult or a friend and continue it, use talk to organise themselves and their play, Understand that print has meaning, print can have different purposes, we read english text from left to right and top to bottom, the names of the different parts of a book and page sequencing. They will also engage in extended conversations about stories, learning new vocabulary. They will develop their phonological awareness so that they can spot and suggest rhymes, count/clap syllables in words and recognise words with the same initial sound. They will begin to use some of their print and letter knowledge to engage in early writing. They will write some or all of their name and begin to write some letters accurately.</p> <p><u>Reception will be learning to (amongst other things).....</u> Understand how to listen carefully and why listening is important, use new vocabulary, ask questions to find out more and to check they understand what has been said to them, articulate their ideas and thoughts in well-formed sentences, Connect one idea or action to another using a range of connectives, describe events in some detail, use talk to help work out problems and organise thinking and</p>					

	<p>activities, explain how things work and why they might happen, develop social phrases, engage in storytimes, Listen to and talk about stories to build familiarity and understanding, Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words, Learn rhymes, poems and songs, Engage in non-fiction books, Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Read individual letters by saying the sounds for them, Blend sounds into words, so that they can read short words made up of known letter- sound correspondences, Read some letter groups that each represent one sound and say sounds for them, Read a few common exception words matched to the school's phonic programme, Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words, Form lower-case and capital letters correctly, Spell words by identifying the sounds and then writing the sound with letter/s, Write short sentences with words with known sound-letter correspondences using a capital letter and full stop, Re-read what they have written to check that it makes sense,</p>					
	<p>Talking tub and floorbook to develop vocabulary and speaking and listening skills Helicopter stories to develop storytelling (adult to scribe) Poetry basket?</p> <p>Harvest festival songs and rhymes recital</p>	<p>Talking tub and floorbook to develop vocabulary and speaking and listening skills Helicopter stories to develop storytelling (adult to scribe) Poetry basket?</p> <p>Christmas play</p>	<p>Talking tub and floorbook to develop vocabulary and speaking and listening skills Helicopter stories to develop storytelling (adult to scribe but reception children to be encouraged to write some key words and cvc words within it) Poetry basket? Guided reading sessions for reception</p>	<p>Talking tub and floorbook to develop vocabulary and speaking and listening skills Helicopter stories to develop storytelling (adult to scribe but reception children to be encouraged to write some key words and cvc words within it) Poetry basket? Guided reading sessions for reception</p> <p>World book day celebration - poetry recital</p>	<p>Talking tub and floorbook to develop vocabulary and speaking and listening skills Helicopter stories to develop storytelling (adult to scribe but reception children to be encouraged to write some key words and cvc words within it and simple sentences) Poetry basket? Guided reading sessions for reception</p>	<p>Talking tub and floorbook to develop vocabulary and speaking and listening skills Helicopter stories to develop storytelling (adult to scribe but reception children to be encouraged to write some key words and cvc words within it and simple sentences) Poetry basket? Guided reading sessions for reception</p>
<p>Nursery phonics</p>	<p>Nursery children will begin to take part in daily phonics sessions once settled which will include songs and rhymes plus.....</p> <p>Phase 1 letters and sounds -</p> <p>Aspect 1 - Environmental Sound Discrimination Aspect 2 - Instrumental Sound Discrimination Aspect 3 - Body Percussion Sound Discrimination Aspect 4 - Rhythm and Rhyme Aspect 5 - Alliteration Aspect 6 - Voice Sounds Aspect 7 - Oral Blending and Segmenting</p> <p>In addition, children will choose library books to share at home and games to support phase 1.</p>					
<p>Reception phonics</p>	<p>Phonics 4 or 5 times per week Recap phase 1 and continue to weave through the skills whilst beginning phase 2.</p>	<p>Phonics 4 or 5 times per week (replace one with a guided reading session?) Phase 2/3</p>	<p>Phonics 4 or 5 times per week (replace one with a guided reading session?) Phase 3/4</p>			
<p>Nursery maths</p>	<p><u>Nursery children will be learning to</u>.....Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'), Recite numbers past 5, Say one number for each item in order, Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'), Show 'finger numbers' up to 5, Link numerals and amounts, Experiment with their own symbols and marks as well as numerals, Solve real world mathematical problems with numbers up to 5, Compare quantities using language: 'more than', 'fewer than', Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round', Understand position through words alone, Describe a familiar route, Discuss routes and locations, using words like 'in front of' and 'behind', Make comparisons between objects relating to size, length, weight and capacity, Select shapes appropriately, Combine shapes to make new ones, Talk about and identify the patterns around them, Use informal language like 'pointy', 'spotty', 'blobs' etc, Extend and create ABAB patterns - stick, leaf, stick, leaf, Notice and correct an error in a repeating pattern, Begin to describe a sequence of events.</p>					
<p>Reception maths</p>	<p>White Rose maths scheme (<a href="https://whiterosemaths.com/resources/early-years-resources/reception-sol/">https://whiterosemaths.com/resources/early-years-resources/reception-sol/</a>) will be used as well as planning for other adult-led sessions and supporting children in their play to develop their mathematical thinking, reasoning and problem solving. We recognise the need for flexibility to meet the needs of the</p>					

	current cohort.					
	<p>Opportunities for settling in, introducing the areas of provision and getting to know the children to complete baseline assessments</p> <p><b>Number and Place Value</b>  <b>Numbers to 5</b>            Subitising            Comparing groups within 5            Comparing quantities of identical objects / non identical objects</p> <p><b>Addition and Subtraction</b>            Change within 5            One more / one less</p> <p><b>Number and Place Value</b>            Numbers 4, 5, ,6,7,8            Subitising Early doubling</p> <p><b>Time</b>            First / then / now</p> <p><b>Spatial thinking and shape</b>            2D / 3D Shape            Creating patterns</p>		<p><b>Number and Place Value</b>  <b>Numbers 6, 7, 8</b>            Making Pairs / Combining different groups</p> <p>Numbers 9, 10            Building 9 and 10            Early doubling            Subitising            Shape            2D / 3D Shape</p> <p>Numbers 7, 8, 9, 10            Halving            Doubling            Sharing</p> <p>Subitising</p>		<p><b>To 20 and Beyond</b>            Building numbers beyond 10            10-15            Counting patterns beyond 10</p> <p>Patterns            Making more complex pattern            Find my pattern            Number            Numbers 16, 17, 18, 19, 20            Halving, doubling, sharing            Subitising            Measure            Length, Weight, capacity</p>	
Understanding the world Experiences/ learning will not just be limited to these ...will be regularly reviewed to meet the needs of the cohort and react to interests and events. See also possible experiences above	Continuous provision examples.....unusual/old objects to talk about, natural materials indoors and outdoors to explore, magnetic investigation box, construction items, class ipads, chrome book, beebot,					
	Utilising the garden area to explore natural surroundings and planned activities in the garden.					
	<p>Our family and ourselves            Washing hands/germs            Autumn changes            Oral health care</p>	<p>Cooking (changes)            Christmas nativity            Diwali            Church visit for christingle            Fire, sparkler            safety/bonfire night</p>	<p>Winter changes/weather            Ice experiment            Caring for environments</p>	<p>British science week            Easter/spring changes            Plant potato seeds            Growing            sunflowers/cress</p>	<p>Observations and drawings of plants and flowers</p>	<p>Summer changes            Maps</p>
Expressive arts and design experiences	<p>Self portraits (vincent van gogh?)            Exploring colours</p> <p>Music express to tie in with theme</p>	<p>Christmas crafts            Artist -giuseppe arcimboldo (art through food)            Artist/sculptor Andy Goldsworthy -nature            Bonfire art</p>	<p>Winter inspired art            Animal art            Building and construction/sculptures -            Artist gaudi/ Sculptor -            Antony Gormley</p>	<p>Artist Paul Klee exploring 3D shapes and patterns            Artist Jackson Pollock - exploring dripping, pouring and splattering/ abstract art.            Easter crafts</p>	<p>Artist- Henri matisse- snail collage/repeating patterns            Artist Monet-seascapes and gardens</p>	<p>Artist Frank Bowling -Map paintings            Summer inspired art</p>

		Clay diva lamps Music express to tie in with theme	Music express to tie in with theme	Music express to tie in with theme	Music express to tie in with theme	Music express to tie in with theme
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