

## EARLY YEARS FOUNDATION STAGE LONG TERM PLAN 2021-22

<b>C OF EL</b>	<p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>
<b>OVER ARCHING PRINCIPLES</b>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>GENERAL THEMES</b></p> <p><b>NB-</b> These themes may be adapted at various points to allow for children’s interests to flow through the provision.</p>	<p><b>ALL ABOUT ME</b> Starting school My family – who are they? Understanding past and present self – e.g. birthdays and growing up. My favourite toy/ things I like/dislike/ things that I am good at. Food we eat/ exercise/ human body - ourselves</p>	<p><b>TERRIFIC TALES</b> Traditional Tales The Nativity Christmas Kings and Queens- James I Gunpowder plot/Bonfire Night Autumn walk – weather and seasonal features</p>	<p><b>AMAZING ANIMALS</b> Night and day animals Animal patterns Animals in our local area</p>	<p><b>COME OUTSIDE</b> Life cycles Plants &amp; Flowers Planting seeds Local area walk Spring walk – weather and seasonal features Senses</p>	<p><b>FLY ME TO THE MOON</b> Around the Town How do I get there? Space Design your own rocket Who was Neil Armstrong? Celebrating the Queen’s Platinum Jubilee</p>	<p><b>FUN AT THE SEASIDE</b> Under the sea/ marine life Off on holiday / clothes Where in the world have you been? Where do we live in the UK / world? Where in the world shall we go? Seasides in the past - compare: Now and then Summer walk – weather and seasonal features Floating and sinking</p>
<p><b>POSSIBLE TEXTS AND ‘OLD FAVOURITES’</b></p>	<p>Giraffes can’t Dance Owl Babies The Smartest Giant The Rainbow Fish Funny Bones The Mega Magic Hair Swap</p>	<p>Goldilocks Farmer Duck Christmas Story / Nativity The Three Little Pigs The Three Billy Goats Gruff Dear Santa</p>	<p>The Emperor’s Egg The Great Race- the story of the Chinese Zodiac Handa’s Surprise One Snowy Night Pig in the Pond Elmer</p>	<p>The Very Hungry Caterpillar The odd egg The Tiny Seed Oliver’s Vegetables One Plastic Bag Seasons come and seasons go</p>	<p>Whatever Next Bob, The Man on the Moon Beegu Alien’s love underpants How to catch a star</p>	<p>The Snail and the Whale Lighthouse Keeper’s Lunch P is for Passport The Journey Zoom Tiddler</p>

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					The Queen's Platinum Jubilee book for all primary children	
<b>POSSIBLE 'WOW' MOMENTS/ ENRICHMENT WEEKS</b>	Harvest Birthdays Favourite Songs Bible Giving Service	Bonfire Night Christmas Time/ Nativity Black History Month Remembrance day Kindness Week Autumn Walk	Sacrewell Farm Chinese New Year Food tasting – different cultures and making pizzas Animal Art week Let's go on Safari - An animal a day!	Planting seeds Easter Holi Nature Scavenger Hunt/ Barnwell Country Park Weather experiments Mother's Day Queen's Birthday Easter Egg Hunt Northamptonshire waste education team free workshop World Book Day KidLit Festival	Post a letter Map work - Find the Treasure Start of Ramadan/ Eid D-Day Let's fly - Role play/ Green Screen	Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park Walk to the park / Picnic
<b>ASSESSMENT OPPORTUNITIES</b>	Analysis of Transition documents Baseline data on entry National Baseline data by end of term ILD Little Wandle Assessment Formative assessments 5 principles of counting PDET Moderation	On- going formative assessments Baseline analysis EYFS team meetings Internal moderation PDET Moderation DP1 assessments	On- going formative assessments Trust moderation EYFS team meetings Internal moderations NELI	On- going formative assessments EYFS team meetings DP2 assessments	On- going formative assessments Trust moderation EYFS team meetings	On- going formative assessments EYFS team meetings EOY data Reports NELI assessment
<b>PARENTAL INVOLVEMENT</b>	Staggered Start Home visits / Reading meeting Reach for the Stars Parent's evening Invitation to Bible Giving	Nativity Reach for the Stars Book Start story time	Reach for the Stars Parents Evening Celebration Assembly	Art workshop / Gallery Share a story Reach for the Stars Book and a biscuit Celebration Assembly	Share a story Maths Morning – Look how far we have come! Reach for the Stars Book and a biscuit Celebration Assembly	Share a story Parent's Picnic Reach for the Stars Book and a biscuit End of Year Report Celebration Assembly

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<p><b>COMMUNICATION AND LANGUAGE</b></p>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
	<p><b>AUTUMN 1</b></p>	<p><b>AUTUMN 2</b></p>	<p><b>SPRING 1</b></p>	<p><b>SPRING 2</b></p>	<p><b>SUMMER 1</b></p>	<p><b>SUMMER 2</b></p>
<p><b>GENERAL THEMES</b></p>	<p><b>ALL ABOUT ME</b></p>	<p><b>TERRIFIC TALES</b></p>	<p><b>AMAZING ANIMALS</b></p>	<p><b>COME OUTSIDE</b></p>	<p><b>FLY ME TO THE MOON</b></p>	<p><b>FUN AT THE SEASIDE</b></p>
<p>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE times, stories, singing, speech and language interventions (NELI), visits and visitors.</p> <p><b>Daily story time</b></p>	<p><b>Welcome to EYFS</b></p> <ul style="list-style-type: none"> <li>• Making friends</li> <li>• Children talk about experiences that are familiar to them</li> <li>• Sharing facts about me.</li> <li>• Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</li> <li>• Become familiar with our favourite 6 stories and begin talking about the settings and the characters</li> <li>• Begin to build a bank of specific vocabulary when talking about families, owls and autumn</li> <li>• Enhance their repertoire of songs and rhymes.</li> <li>• Listen carefully in small and large group situations</li> <li>• Speak in simple sentences</li> </ul>	<p><b>Tell me a story!</b></p> <ul style="list-style-type: none"> <li>• Tell me a story - retelling stories</li> <li>• Listening and responding to stories</li> <li>• Following instructions</li> <li>• Take part in discussion</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Rhyming and alliteration</li> <li>• Show and Tell</li> </ul> <p>Develop a range of social phrases for use throughout the day</p> <ul style="list-style-type: none"> <li>• Know why it is important to listen in a range of different contexts</li> <li>• Share their ideas with their friends and a familiar adult</li> <li>• Begin to ask questions to find out more <ul style="list-style-type: none"> <li>• Use taught vocabulary with growing confidence when playing and talking</li> <li>• Use past tense appropriately when talking about things that have happened</li> </ul> </li> </ul>	<p><b>Tell me why!</b></p> <ul style="list-style-type: none"> <li>• Using language well</li> <li>• Asks how and why questions.</li> <li>• Retell a story with story language</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Show and Tell</li> <li>• Continue to develop their knowledge of subject specific and every day vocabulary</li> <li>• Talk about a range of objects and events in greater detail.</li> <li>• Share their thoughts and ideas with increasing confidence with a larger group.</li> <li>• Begin to use future tense correctly when talking about things that are going to happen.</li> <li>• Retell the 6 stories using their own words and familiar phrases</li> </ul>	<p><b>Talk it through!</b></p> <ul style="list-style-type: none"> <li>• Describe events in detail – time connectives</li> <li>• Discovering Passions</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Show and Tell</li> <li>• Use taught vocabulary with confidence when talking and playing</li> <li>• Use vocabulary gained from books when talking and playing</li> <li>• Listen attentively in a greater range of contexts</li> <li>• Be able to talk about their thoughts and ideas using longer sentences</li> <li>• Begin to use a range of tenses when speaking</li> <li>• Talk about familiar stories in greater detail</li> <li>• Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul>	<p><b>What happened?</b></p> <ul style="list-style-type: none"> <li>• Discovering Passions</li> <li>• Show and Tell</li> <li>• Narrate events and talk about previous events</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems</li> <li>• Begin to ask questions to gain a better understanding /clarify their thinking</li> <li>• Begin to use connectives to connect their ideas when speaking</li> <li>• Talk about what might happen and how things work</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Continue to explore non-fiction texts linked with new knowledge and vocabulary</li> </ul>	<p><b>Time to share!</b></p> <ul style="list-style-type: none"> <li>• Weekend news</li> <li>• Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</li> <li>• Listen attentively and respond to what they hear when being read to and in whole class discussions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Participate in discussions in a range of different contexts</li> <li>• Offer explanations for why things might happen using learned vocabulary</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and</li> </ul>

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		<ul style="list-style-type: none"> <li>Use phrases from the 6 stories when looking at the books independently.</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of rhyming words in familiar rhymes and songs</li> <li>Listen to and talk about familiar nonfiction books</li> </ul>			future tenses and making use of conjunctions, with support
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>GENERAL THEMES</b>	<b>ALL ABOUT ME</b>	<b>TERRIFIC TALES</b>	<b>AMAZING ANIMALS</b>	<b>COME OUTSIDE</b>	<b>FLY ME TO THE MOON</b>	<b>FUN AT THE SEASIDE</b>
	<p>JIGSAW - Being me in my world</p> <p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children’s rights and this means we should all be allowed to learn and play</p>	<p>JIGSAW – Celebrating Difference</p> <p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone</p>	<p>JIGSAW – Dreams and Goals</p> <p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn’t give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I’m older</p> <p>I can say how I feel when I achieve a goal</p>	<p>JIGSAW - Healthy me</p> <p>I understand that I need to exercise to keep my body healthy</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>JIGSAW - Relationships Friendships</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	<p>JIGSAW - Changing me</p> <p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can talk about my worries and/or the things I am looking</p>

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	<p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>See themselves as a valuable individual.</p> <p>Teach the class rules and routines</p> <p>Supporting children to build relationships</p>	<p>says or does something unkind</p> <p>How to deal with anger emotions/ ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p>Self – Confidence</p> <p>Agree the class rules and routines</p> <p>Build constructive and respectful relationships.</p>	<p>and know what it means to feel proud</p> <p>Learning about qualities and differences</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>I know what a stranger is and how to stay safe if a stranger approaches me</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> <p>Taking part in sports day - Winning and losing</p>	<p>forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>GENERAL THEMES</b>	<b>ALL ABOUT ME</b>	<b>TERRIFIC TALES</b>	<b>AMAZING ANIMALS</b>	<b>COME OUTSIDE</b>	<b>FLY ME TO THE MOON</b>	<b>FUN AT THE SEASIDE</b>
<b>PHYSICAL DEVELOPMENT</b>	<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
<b>FINE MOTOR</b>	Fine Motor activities.	Fine Motor activities.	Fine Motor activities.	Fine Motor, plastacine, clay activities.	Fine Motor activities.	Fine Motor activities.
Continuously check the process/progress of children's handwriting (pencil grip and letter	Manipulate objects with good fine motor skills	Use tools to effect changes to materials	Handle tools, objects, construction and malleable materials with increasing control	Cut along a straight line with scissors	Use one hand consistently for fine motor tasks.	Copy a square Begin to draw diagonal lines, like in a triangle /

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<p>formation, including directionality) Provide extra help and guidance when needed.</p> <p><b>GROSS MOTOR</b></p> <p>Weekly Yoga lesson</p>	<p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Develop muscle tone to put pencil pressure on paper.</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Begin to form letters correctly</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p> <p>Fine motor intervention group</p>	<p>Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.</p> <p>Fine motor intervention group</p>	<p>Start to cut along a curved line, like a circle / Draw a cross</p> <p>Develop pencil grip and letter formation continually</p> <p>Fine motor intervention group</p>	<p>Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Lego</p> <p>Form letters correctly and independently</p> <p>Fine motor intervention group</p>
	<p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>PE – Listening and space games</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- climbing. dance related activities</p> <p>Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options if we can get any</p> <p>Real PE</p>	<p>Cooperation games i.e. parachute games.</p> <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Real PE</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Yoga</p> <p>Football.</p>	<p>Races / team games involving gross motor movements</p> <p>. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p> <p>PE Gymnastics / Balance</p>	<p>Obstacle activities children moving over, under, through and around equipment</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Dance / moving to music</p> <p>PE Dance</p>
	<p>Help individual children to develop good personal hygiene. Provide regular</p>	<p>Be increasingly independent with own care needs – getting</p>	<p>Continue to be independent with own care needs – getting</p>	<p>Use picture books and other resources to explain the importance</p>	<p>Encourage children to be highly active and get out of breath several times every day</p>	<p>Encourage children to be highly active and get out of breath several times every day</p>

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Healthy eating and hygiene relating to the PD area of development	reminders about thorough handwashing and toileting.  Start eating independently using a knife and fork.	dressed, toileting, washing hands etc.	dressed, toileting, washing hands etc.	of the different aspects of a healthy lifestyle		
	<p><b>From Development Matters 20’:</b>            Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing            Progress towards a more fluent style of moving, with developing control and grace.            Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.            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.            Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.            Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.            Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALES	AMAZING ANIMALS	COME OUTSIDE	FLY ME TO THE MOON	FUN AT THE SEASIDE
LITERACY	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					

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<p><b>COMPREHENSION – DEVELOPING A PASSION FOR READING</b></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p>	<p>Enjoys an increasing range of books</p>	<p>Revisit rhymes and poems</p>	<p>Rhyming words.</p>	<p>Continues to enjoy an increasing range of books. Non –Fiction books on space as well as fiction, beginning to understand that a non-fiction is a non-story- it gives information</p>	<p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p>
<p><b>WORD READING</b></p>	<p>Environment print. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p>	<p>Retell stories related to events through acting/role play.</p>	<p>Non –fiction books on animals</p>	<p>Information leaflets about animals in the garden/plants and growing.</p>	<p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p>	<p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p>
	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Sequence story – use vocabulary of beginning, middle and end.</p>	<p>Encourage children to retell and record stories through picture drawing/mark making for LAs.</p>	<p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p>
	<p>Story Maps</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Read and write simple phrases and sentences made up of words with known letter–sound correspondences and, where appropriate, a few exception words.</p>	<p>World Book Day</p>	<p>Read and write simple phrases and sentences CI Independently</p>	<p>Read and write simple phrases and sentences CI Independently</p>
	<p>Christmas letters/lists.</p>	<p>Write a fact file of their favourite animal</p>	<p>Write their own plant diary/ label parts of a plant</p>	<p>List of what we might take in our rocket.</p>	<p>Write and send postcards</p>	<p>Write and send postcards</p>
<p><b>Phonics:</b> Janet Thompson/ PDET overview whole class.</p>	<p><b>Phonics/ Reading:</b> Little Wandle planning</p>	<p><b>Phonics/ Reading:</b> Little Wandle planning</p>	<p><b>Phonics/ Reading:</b> Little Wandle planning</p>	<p><b>Phonics/ Reading:</b> Little Wandle planning</p>	<p><b>Phonics/ Reading:</b> Little Wandle planning</p>	<p><b>Phonics/ Reading:</b> Little Wandle planning</p>
	<p><b>AUTUMN 1</b></p>	<p><b>AUTUMN 2</b></p>	<p><b>SPRING 1</b></p>	<p><b>SPRING 2</b></p>	<p><b>SUMMER 1</b></p>	<p><b>SUMMER 2</b></p>
<p><b>GENERAL THEMES</b></p>	<p><b>ALL ABOUT ME</b></p>	<p><b>TERRIFIC TALES</b></p>	<p><b>AMAZING ANIMALS</b></p>	<p><b>COME OUTSIDE</b></p>	<p><b>FLY ME TO THE MOON</b></p>	<p><b>FUN AT THE SEASIDE</b></p>
<p><b>MATHS</b></p> <p>The ONE-ONE PRINCIPLE. Children assigning one number</p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including</p>					

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<p>name to each object that is being counted. Counting each object only once and counting all objects.</p> <p>The STABLE ORDER PRINCIPLE. Children understand that when counting, numbers have to be said in a certain order.</p> <p>The CARDINAL PRINCIPLE. Children understand that the number name assigned to the final object in a group is the total number of objects in a group.</p> <p>The ABSTRACTION PRINCIPLE. This involves children understanding that anything can be counted including things that cannot be touched. Eg. Jumps or sounds.</p> <p>The ORDER-IRRELEVANCE PRINCIPLE. This involves children understanding that the order we count objects is irrelevant. There will still be the same number.</p>	<p>shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>5 PRINCIPLES OF COUNTING</p> <p>Getting to know you – opportunities for the children to settle in. Seeing maths in a learning environment.</p> <p>Key times of the day – learning routines.</p> <p>Singing counting songs, taking every opportunity to count.</p> <p>Matching &amp; Sorting. Comparing amounts.</p> <p>Compare size, mass and capacity.</p> <p>Exploring pattern.</p>	<p>5 PRINCIPLES OF COUNTING</p> <p>Representing 1,2 &amp;3. Comparing 1,2 &amp; 3. Composition of 1,2 &amp;3.</p> <p>Circles and Triangles. Positional Language.</p> <p>Representing numbers to 5.</p> <p>One more and one less.</p> <p>Shapes with 4 sides.</p> <p>Time.</p>	<p>5 PRINCIPLES OF COUNTING</p> <p>Introducing zero.</p> <p>Comparing numbers to 5.</p> <p>Composition of 4 &amp; 5.</p> <p>Compare Mass.</p> <p>Compare capacity.</p>	<p>5 PRINCIPLES OF COUNTING</p> <p>6,7 &amp; 8.</p> <p>Combing 2 amounts.</p> <p>Making Pairs.</p> <p>Length &amp; Height.</p> <p>Time.</p> <p>Counting to 9&amp;10. Comparing numbers to 10.</p> <p>Bonds to 10.</p> <p>3D Shapes. Spatial awareness. Patterns.</p>	<p>5 PRINCIPLES OF COUNTING</p> <p>Building numbers beyond 10. Counting patterns beyond 10.</p> <p>Spatial reasoning (1) Match, Rotate, Manipulate.</p> <p>Adding more. Taking away.</p> <p>Spatial Reasoning (2) Compose and Decompose.</p>	<p>5 PRINCIPLES OF COUNTING</p> <p>Doubling. Sharing &amp; Grouping. Even &amp; Odd.</p> <p>Spatial Reasoning (3) Visualise &amp; Build.</p> <p>Deepening Understanding.</p> <p>Patterns &amp; Relationships.</p> <p>Spatial Reasoning (4) Mapping.</p>
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>GENERAL THEMES</b>	<b>ALL ABOUT ME</b>	<b>TERRIFIC TALES</b>	<b>AMAZING ANIMALS</b>	<b>COME OUTSIDE</b>	<b>FLY ME TO THE MOON</b>	<b>FUN AT THE SEASIDE</b>
<b>UNDERSTANDING THE WORLD/ RE/ FESTIVALS</b>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					

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	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p> <p>Introduce story maps and a basic map during G3B</p> <p>Explore the natural world – Autumn walk- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Encourage them to comment on what their home is like. Show photos of the</p>	<p>Trip to Sacrewell farm - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>What can we do here to take care of animals on the farm/ in our local area?</p> <p>Nocturnal Animals – discuss day/night and the animals in our local area that are nocturnal.</p> <p>After close observation, draw pictures of animals</p> <p>Observe and explore ice in the continuous provision – relate to the Winter months.</p>	<p>Handa's Surprise Explore the area with their senses. Exploring a different country.</p> <p>Spring walk - Observe the changes over the year and comment on plants and animals.</p> <p>Show aerial view maps of the local area/ simple maps and encourage children to look and identify familiar places – e.g. the church, park, their school.</p> <p>Introduce the children to recycling and look at what rubbish can do to our environment and animals..</p> <p>Life cycle of a Butterfly</p> <p>Planting seeds and observing the plants grow/ observe already grown plants.</p>	<p>Introduce the children to NASA and America. Introduce children to Neil Armstrong and begin to understand that these events happened before they were born. Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water.</p> <p>Queen's Jubilee – Look at Queen Elizabeth and her life. Explore what a Queen and King it and the Jubilee event.</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – compare</p> <p>Look at marine life/ life under the sea – explore coral reef and touch on climate change and how we can help the planet.</p> <p>Discuss seasonal clothing – what we might wear to the beach, for a winter day.</p> <p>Summer walk – compare to Autumn, Spring and Summer. What differences do we notice?</p> <p>Maps – look at age appropriate map keys and explore.</p>
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		children's homes and encourage them to draw comparisons.		Observational drawings and seed diary.		
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GENERAL THEMES	ALL ABOUT ME	TERRIFIC TALES	AMAZING ANIMALS	COME OUTSIDE	FLY ME TO THE MOON	FUN AT THE SEASIDE
<b>EXPRESSIVE ARTS AND DESIGN</b>  Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs  Join in with role play games and use resources available for props; build models using construction equipment.  Sing call-and-response songs, so that children can echo phrases of songs you sing.  Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.  Exploring sounds and how they can be	Singing songs as a group/ class – Nativity & music  Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  Firework pictures,  Christmas decorations, Christmas cards, Christmas songs/poems  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.	Show different types of dance performances across the year and encourage children to have a go in continuous provision.  Animal prints  Symmetrical butterflies  Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.  Making lanterns, Chinese writing, Chinese music	Show different types of dance performances across the year and encourage children to have a go in continuous provision  Make different textures; make patterns using different colours  Learn a traditional African song and dance and/ or perform it  Mother's Day crafts Easter crafts Home  Make a sculpture: Andy Goldsworthy	Show different types of dance performances across the year and encourage children to have a go in continuous provision  Design and make rockets.  Creating outer of space pictures  Design and make objects they may need in space, thinking about form and function.  Encourage children to create their own music.	Show different types of dance performances across the year and encourage children to have a go in continuous provision  Sand pictures / Rainbow fish collages  Puppet shows: Provide a wide range of props for play which encourage imagination.  Salt dough fossils  Water colour – underwater pictures.  Father's Day Crafts

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	<p>changed, tapping out of simple rhythms.</p>	<p>Celebrations – Reenacting and performing of The Nativity</p>	<p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Provide a wide range of props for play which encourage imagination.</p>	<p>Retelling familiar stories</p>	<p>Exploration of other countries – dressing up in different costumes</p>
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