

EYFS long term plan Year A
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Why is it good to be me? Nursery

How can I be a positive member of my class? Reception	
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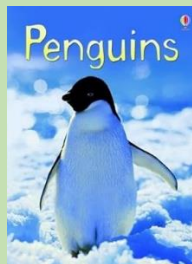
## Prayer 1

Thank you, God, for feet to run,  
Thank you for my play and fun,  
Thank you, God, for eyes to see,  
Thank you for making me a special me.

Prayer 2  
Dear God,  
Thank you for the World so sweet,  
Thank you for the food we eat,  
Thank you for the birds that sing,  
Thank you, God, for everything

Term Theme	Substantive knowledge Key Vocabulary	Learning Experiences  Links to KS1	Maths	Reading	Writing Focus	Enrichment Activities	RE	EAD	(PHSCE) Festivals British Values	Understanding the World How we build cultural capital?	Physical Development
<b>Autumn 1</b>	The Children will know the rules and expectations of the areas of learning.	Walk in the woods Outside areas – The children will explore the Nursery gardens and surrounding school areas and look at the world around us changing. Leaves changing colour and falling from the trees. Conkers, the weather feeling cooler.	1-1 correspondence	 	Pencil grip (varies, some will be focusing on picking up a pencil using the palmer/pincer grasp, others will focus on the correct tripod grip. Mark making in all areas – gross motor skill and fine motor skills. Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name).	Basic provision Where do things go? What do we do in each area? Becoming independent in each area	Being special. Where do we belong?	Sing a large repertoire of songs - My favourite Nursery Rhymes.	Harvest Festival	<b>Throughout the Terms</b> We provide children with the experiences to collaborate with others and to broaden children's knowledge and reflect an inclusive ethos. Children have opportunities to share their thoughts and opinions and build positive relationships. Children are given time to reflect upon their own lives and those which are unfamiliar. Children are regularly praised for their achievements and have opportunities to reflect on their own successes. Every adult value the child's ideas and ways of doing things therefore becoming a partner in each child's learning	Continue developing their movement, balancing riding (scooters, trikes and bikes) and ball skills.
Let's Explore!	The children will be familiar with their indoor and outdoor environment	Sparklers	Developing fast recognition up to 3 objects without the need to count them individually (subitising). Counting back resources, i.e 2 pens, 3 scissors.	 	Identifying and saying the numbers one to 10 and ordering and comparing.	Woodland objects	Why is God is an important person to Christians?	Building Houses (wall, door, roof, window)and Drawing self-portraits. – fine motor (eyes, nose, Mouth, lips, cheeks, ears, eye brow, eye lashes)	Table etiquette		
What do I like best?	To know the changes that occur in Autumn.	Links Y1 Physical features of my locality (Geog)	Counting out objects	To learn what it means to explore on a journey and meet different characters along the way.	Writing patterns Name writing (this varies, some will trace their name over yellow pen, others will have the ability to write their name on their own, and some will write part of their name).	Gruffalo small world	The lunch time prayer	To name colours when prompted – red, blue, green, yellow, purple, pink, orange,	Manners	Talk about their feelings using words happy, sad, worried, cheerful, excited	Go up steps, stairs or apparatus using alternate feet. Skip hop, stand on one leg and hold a pose for a game like musical statues.
What can I see changing?		Animals (Science)	Pattern making	To look at a familiar story, knowing the sequencing and understanding the animals the brown mouse meets when exploring the woods.	Know various Nursery Rhymes	Enhanced role play area.	I am special	To create with found materials	Children will see themselves as a valuable individual.	Children will learn about the Hindu festival of light through the star of Rama and Sita.	Show preference for a dominant hand.
		Seasons (Science)		To know what it is like to be in a forest and describe how it makes them feel. To be creative with found forest objects.	To tell a long story.			To draw lines and shapes	Children will make clay Divas.		Develop their fine motor skills so that they can use a range of tools competently and safely such as pencil's, paint brushes, scissors, knives, forks and spoons.
		Picasso – faces (Art)			Letter formation for read write ink set one sounds.			Paint with a brush to create lines and shapes			
		Personal history (history)			Give meanings to marks they make independently.			Explore playdough as a sequence of skills – pressing, cutting, pinching, rolling balling.			
								Colour mixing			
								Making varied media pictures			
								Explore the sounds different instruments make. Keep a steady beat.			Revise and refine fundamental movement skills they have already acquired.


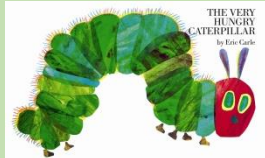
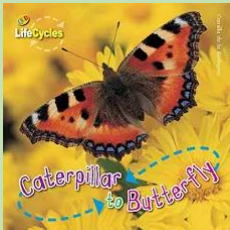


					blend sounds into words orally						
Spring 1	The children will know the difference between hot and cold	Playing in the snow. When playing in the snow and ice, children have access to shovels, spades to clear the snow and build. Clear link to PSED selecting and using resources and activities with help when needed to achieve a goal they have chosen or one that is suggested with them. Additionally, children learn what clothes we wear in winter to play in the cold and snow, and modelling of putting on wellies, zipping up coats, putting on scarf and hat – links to physical development.	Number rhymes and songs with resources to aid learning.	Iris and Isaac teaches the children about locational similarities and differences (History and Geography link to KS1). The children learn identify that there are differences in the location of the book (no houses, we don't have any polar bears),	Pencil grip continued.	Ice in the classroom	Which places are special and why?		Chinese New Year – The Chinese new year story.		Use large muscle movements to wave flags, streamers, paint and mark make.
Hot and cold	To identify hot and cold places on a globe.		Numicon intro.		understanding print has different purposes. Some children will consolidate phase 1 set 1 sounds and begin set 2 sounds.	Cold small world areas.	Continue developing positive attitudes about the differences between people.	Identify hot and cold colours (creating with materials)	Seasons – Summer, Autumn, Winter and Spring. What are the differences?		Become increasingly independent as they get dressed and undressed e.g coats, zips, hat, gloves.
What is it like to be warm and cold?	To know what kind of animals live in hot and cold places.		Matching pairs		Know various Nursery Rhymes, and be able to tell a long story.	Clothes for different weather	Stories that are special to Christians.	Materials and their properties: melting ice, what happens when we leave I've outside, on the radiator, in our hands, what happens when we put salt on it? Understanding of the world linked.	Play with one of more other children, extending and elaborating play ideas.		
	Season, Frost, Hot, Cold, Ice, Icicle, Climate, Colour wheel,		Show fingers up to 5, link numerals and amount (showing the right number of numerals to match the objects)		Understand all five key concepts about print: Print has meaning Print can have different purposes We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing	Igloo role play area		Draw lines and closed shapes and giving marks meaning (creating with materials, explaining the process and sharing their creations).	Online safety week.		
	Hot and cold colours Blue, green, purple, orange, red, yellow		Identify numbers 1 to 20 and compare using the language of more and less to describe amounts	To discover that there are cold and hot countries in the World. Tal about friendships	Form lower case letters correctly			Independently use glue to attach materials together (creating with materials, fine motor)	Shrove Tuesday		
	Ocean Arctic, Antarctic, melting, climate change, environment, Ice Snow Igloo Melt Freeze, freezing	Ice in the classroom	Find one more and one less from a group of up to 10 objects		Write labels to annotate pictures of animals			Exploring various textures (creating with materials)	Ash Wednesday		
		Hot water bottles in the classroom	2D and 3D shapes – square, circle, rectangle, pentagon, hexagon, Cuboid, Cylinder, Cube, pyramid	Non fiction books all about animals that live in cold climates	To know that non fiction books tell us facts.			Exploring textures of different weathers e.g snow, hail stones, rain, storm, heatwave, thunder, windy. Creating with materials. Some children may independently create snow angels, snow men, pick ice.	Mothers Day		
		Links			Read individual letters by saying the sounds.			Paint and draw things that they have been observed with increasing detail with consideration to shape, size, colour and pattern.			
		Y1 Physical features of my locality – comparison (Geog)			Blend sounds into words orally.			Respond to what they have heard expressing			
		Animals (science)									
		Climates (Geog)									





<div>Summer 1</div> <div>Adventure Awaits!</div> <div>How can I be part of a team of brave explorers? (characteristics of effective learning)</div>	<div>To know different modes of transport, and their purposes.</div> <div>Know that different countries and cultures have different modes of transport.</div> <div>Understand job roles of transport and how this helps us have an adventure.</div>	<div>Following maps around the school site</div> <div>Making our own tuk tuk using the yellow bike</div> <div>Links</div> <div>Y1</div> <div>James Cook (History)</div> <div>Oceans and seas (Geog) Y2</div> <div>Mapping (Geog)</div>	<div>Describe a familiar route.</div> <div>Discuss routines and locations using words like ‘in front’ or ‘behind’.</div> <div>Compare quantities using language ‘more than’ ‘fewer than’.</div> <div>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language like ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</div> <div>WRM – On the move</div> <div>Math’s Mastery</div>	<div></div> <div>Children will explore many books surrounding adventures, transport and working together as a team to get to a destination, and what problems may arise.</div>	<div>Pencil grip continued.</div> <div>Understanding sequencing. Some children will know set 1 and 2 sounds, and begin set 3</div> <div>Know various Nursery Rhymes, and be able to tell a long story.</div> <div>Understand all five key concepts about print: Print has meaning Print can have different purposes We read English from left to right, and top to bottom. The names of different parts of the book. Page sequencing</div> <div>Develop phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word Develop phonological awareness, so that they can: recognise words with the same initial sound such as ‘money’ and ‘mother’.</div> <div>Write short phrases with known letter/sound correspondence.</div> <div>Captions.</div> <div>Sentences using capital letters and full stops.</div> <div>Blend sounds into words with learned letters</div>	<div>Dinosaur small world areas</div> <div>Recycling area in classroom</div> <div>Talk about what they see, using a wide range of vocabulary. (science focus)</div> <div>Use boxes to recycle and make transport – cars, train, spaceship, rocket, hot air balloon</div>	<div>Which stories are special and why?</div> <div></div> <div>God created all of the creatures We need to look after everything for God.</div> <div>Eid – Who celebrates Eid?</div> <div>Continue developing positive attitudes about the differences between people.</div> <div>Vaisaki</div> <div>VE day</div>	<div>Becoming confident using scissors and enhancing scissor use</div> <div>Identify a wider range of colours (creating with materials, experimenting with colour).</div> <div>Describe their sketches and paintings (Creating with materials, be able to share their creations and explain the process they have used).</div> <div>Paint with more than one colour (creating with materials).</div> <div>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</div> <div>Explore different materials freely, to develop their ideas about how to use them and what to make.</div> <div>Begin to develop complex stories using small world equipment.</div> <div>Create a sculpture out of clay based on a journey in their favourite transport Make a clay tile using transport imprints to create texture</div> <div>Create maps for an adventure</div>	<div>Traditional British food</div> <div>Understanding why rules are important.</div> <div>Make healthy choices about food, drink, activity, and toothbrushing.</div>	<div>Choose the right resources to carry out their own plan e.g choosing a spade to dig out a hole they dug with a trowel for their treasure.</div>
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		<p>Visit to the farm/animals into school</p> <p>Hatching chicks Hatching butterflies. Tadpoles.</p>			<p>Read some common exception words</p>					
<p>Summer 2</p> <p>Growing</p> <p>How do things change as they grow? (how we change and grow/transitions)</p>	<p>The children will know the life cycle of an animal.</p> <p>The children will know the main parts of a plant.</p> <p>The children will know that King Charles is the King.</p> <p>The children will know that the King is an environment alist.</p> <p>The children will be able to identify the changes happening to them.</p> <p>Caterpillar, cocoon, chrysalis, egg, life cycle.</p> <p>Frog, tadpole, frogspawn, life cycle</p> <p>Chick, egg, incubator, hatch, shell, life cycle</p> <p>Roots, Stem, Leaves, Seed, Soil.</p> <p>Conservation</p>	<p>Kings garden party</p> <p>Sports day</p> <p>Living things and their habitats – Plants, Science.</p> <p>Monarchy (Ks 1 and 2)</p>	<p>(Extending and creating ABAB patterns) and noticing errors in patterns. Sorting and making patterns with seeds</p> <p>Combining shapes to make new ones (an arch, a bigger triangle)</p> <p>Begin to describe a sequence of events (real or fictional) using words such as “first” “then” etc.</p> <p>Symmetry</p> <p>Doubling and halving</p> <p>Problem solving with everyday language</p> <p>Capacity, distance and time</p> <p>Measuring</p>	<div><p>Baby animals</p></div> <p>introduces a non-fiction text and shows children the growth of different animals from being born and introduces the correct nouns for the animals.</p> <div><p>The very</p></div> <p>hungry caterpillar. Life cycle of a caterpillar turning into a butterfly. The predictability of the text enables children to join in, it further enhances knowledge about days of the week and counting.</p> <div><p>A variety of non fiction butterfly books.</p></div>	<p>Some children will be able to write some or all of their name.</p> <p>Some children may write some letters accurately.</p> <p>Some children may begin to use some print and letter knowledge for example writing ‘m’ for mummy.</p> <p>Initial letter sounds and simple words</p> <p>Phase 1 and 2 phonics.</p> <p>Lists, labels and other writing for purpose.</p> <p>Word banks inside and outside.</p> <p>Some children will know and consolidate set 1, 2 and 3 sounds.</p> <p>Know various Nursery Rhymes and be able to tell a long story.</p> <p>Understand all five key concepts about print:</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>We read English from left to right, and top to bottom.</p> <p>The names of different parts of the book.</p> <p>Page sequencing</p>	<p>Life cycle resources</p> <p>Symmetry work</p> <p>Animal number problems</p> <p>Non-fiction books about animals and their young.</p> <p>Plant seeds and care for growing plants</p> <p>Understand the life cycle of an animal and plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (science focus).</p>	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Create a collage with prepared paper and collage by gluing (fine motor and creating with materials).</p> <p>To attach junk modelling items together (fine motor and creating with materials). E.g Making animal homes using blocks and boxes</p> <p>Use a given skill to manipulate playdough to a given shape (creating with materials).</p> <p>Print with deliberate placement (fine motor and creating with materials).</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create their own songs or improvise a song around one they know. End of year performance.</p> <p>Develop their own ideas and decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Eid – developing respect for other people’s values and beliefs.</p> <p>Sports day</p> <p>Show more confidence in new social situations and with change</p> <p>Monarchy and the Kings birthday</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>

	<div>Eco</div> <div>Monarchy King Queen</div> <div>Baby animals Lamb Calf Fawn Kitten Puppy Foal duckling</div>				<div>Develop phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word</div> <div>Develop phonological awareness, so that they can: recognise words with the same initial sound such as 'money' and 'mother'.</div> <div>Engage in extended conversations about stories and learning new vocabulary.</div> <div>Create invitations to the kings garden party.</div> <div>Spell words by identifying sounds.</div> <div>Represesnt sounds with letters</div> <div>Write sentences using simple punctuation.</div>						
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Term	Key Texts – Year B		
Theme			
<b>Autumn 1</b>  Let's Explore! What do I like best?  What can I see changing?	 		
<b>Autumn 2</b>  All that glitters. I can explore, what can I see? (Shiny and dull)	  		
<b>Spring 1</b>  Hot and cold  What is it like to be warm and cold?	   <p>Non-fiction texts about animals that live in hot/cold places.</p>		
<b>Spring 2</b>  Traditional tales Who is the hero, who is the villain?  Can you be both?	  		
<b>Summer 1</b>  Extinct and endangered.	  		
<b>Summer 2</b>  Growing  How do things change as they grow?	  		



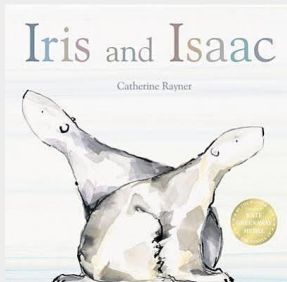

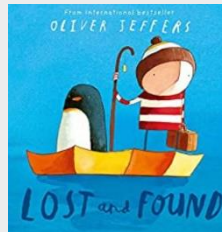
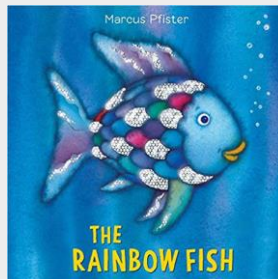
The big question in Year 1: Who am I, who can I be and how do I belong?

Children will have an understanding of what the future can bring for them. They will learn about different roles that people have in life and think about what that role will be for them. They will build on prior knowledge and learn to be curious and ask questions in order to discover more about themselves. They will begin to find out what they are good at and what they enjoy and learn to use their skills to help them improve and progress.

1 prayer

Bless all the people who love me dear God  
And bless all the people I love.  
Help us to help one another each day  
And make earth like Heaven above.  
Amen.

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Autumn 2	How can I understand the world around me?	Dogs Trust Visit – how to take care of your pet	Place Value Addition and subtraction		Polar Bears- retelling the story	Animals Including Humans	Why does Christmas matter to Christians ? (INCARNATION)	Personal History	We are TV chefs	DT: Textiles Sock Hand Puppet – product to sell at xmas fair	Charanga music service scheme	Gymnastics	Who is special to us?	Reacting to food items (Lesson 4,5,6,7)
		Eureka!			Descriptive writing – non chronological report							‘Rhythm in the way we walk’ and ‘Banna Rap’		
Spring 1	What is an explorer?	Suitcase left in classroom full of objects – who is the explorer? Where might they be going?	Place Value Multiplication Division Fractions		Story Writing	Properties and materials	Who am I? What does it mean to belong?	History focus- Captain James Cook	We are painters	ART: ART: Andy Goldsworthy Jack and the Beanstalk/The Giant Turnip <i>Sculpture – natural materials</i>	Charanga music service scheme	Net and Wall (Games)	What helps us stay healthy?	Learning everyday language through song (Lesson 8,9,10)
					Letter									




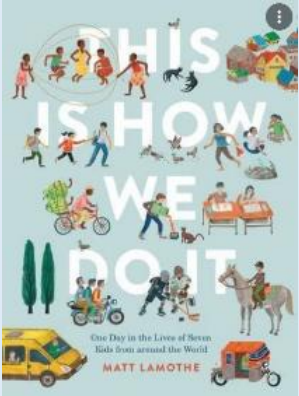


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The big question in Year 2: How do we change the world around us? Why should we care for our world?

Children will develop their understanding of belonging and how to look after the world they live in. They will have an understanding of their locality and geographical processes, and the lives of historical figures. They will know how people have influence on the world and how we should appreciate what we have. They will understand how it is important to be thankful for the natural world, understanding that what we do matters and we can change things for the better.



Year 2 Prayer  
Thank you, for the beautiful world you made for us to live in.  
Please help us to take care of it and think about the things we can reuse.  
Help us to look after the world well for the people who will live in it after us.  
Amen

Term	Theme	Learning Experience	Maths	Reading	Writing Focus	Science	RE	History/ Geography	Computing	Art/DT	Music	PE	(PHSCE) Learning behaviours/Christian values British Values	MFL
Autumn 1	How can I understand the world and my place in it?	Walk around school grounds – recap prior knowledge on human and physical features  Tropical world Roundhay  Salts Mill trip to see David Hockneys work?	Place Value Addition and subtraction	  	Re-telling story  Non-chronological report	Animals including humans (focus on diet and healthy living)	Who made the world? (CREATION)	Geography Focus - Human and Physical features of the landscape, reading maps and comparing areas	We are astronauts	ART: David Hockney <i>How can we appreciate the natural world?</i> <i>Watercolour and oil/pastel – Drawing and Painting</i>	Charanga music service scheme 'Hands, Feet Heart	Invasion Games	What makes a good friend?	Stories and songs (Lesson 1,2,3,4)
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Spring 2	How do events have cause change?	Planting a seed and growing plant together as a class over term—looking for the first shoot to bring hope (a child's garden link)		 	Setting description	Written description of dragon in a story	Properties and materials	Why does Easter matter to Christians ? (Delving Deeper) (SALVATION)	History Focus- Great Fire of London	We are researchers	DT: Model Wooden Houses Design and Make a house – Wooden Houses  Great Fire of London	Charanga music service scheme Zootime	OAA Archery and Fencing	What helps us to stay safe?	At the fruit shop (Lesson 15,16,17,18)
Summer 1	How do I belong and care for the world I live in?	Growing butterflies  Rodley Nature reserve	Measurement and Geometry Addition and Subtraction Multiplication and division	 	Diary entry	Creating a story	Living things and their habitat	What is Judaism?	Geographical skills The world The United Kingdom Climates Weather	We are detectives	ART: Chosen artist based on skills gaps in learning.	Charanga music service scheme  'Friendship Song'	Athletics Invasion games	What helps us to grow and stay healthy?	Exploring dance (Lesson 20,21,22,23)

Summer 2	How can I look after living things and their habitats?	Butterfly world – tropical world – links with science and topic	 	Recount	Living things and their habitats	What makes some places sacred to believers?	Geographical skills The world Landscapes and features The United Kingdom Climates Weather	We are zoologists	DT : clay modelling	Charanga music service scheme  Reflect, Rewind and Replay	Strike and Field Invasion games	<b><i>How do we recognise feelings?</i></b>	At the seaside (Lesson 24,25,26,27)
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