

Early Years Long Term Plan 2021 - 2022

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Emergency 999	Hot, Hot, Hot	Cold, Cold, Cold	Disaster at Sea	If you go down to the woods today	If you go down to the woods today
English	Practising writing their names. Recognising words with the same initial sound. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Beginning to form some letters accurately.	Continuing to learn letter formation. Giving meanings to marks that they make. Hearing and writing the initial sounds in words. Writing CVC words by identifying the sounds. Continuing a rhyming string. Writing short simple sentences.	Forming lower-case correctly. Giving meanings to marks that they make. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a full stop.	Forming lower-case correctly. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a full stop and beginning to use a capital letter. Re-reading what they have written. Introducing adjectives and using them to describe pictures.	Writing recognisable letters. Writing words by identifying the sounds and writing the sound with letters. Writing short sentences using a capital letter and full stop.. Re-reading what they have written to check that it makes sense. Introducing conjunctions.	Writing recognisable letters. Spelling words by identifying sounds in them and representing the sounds with letters. Writing simple phrases and sentences using a capital letter and full stop, which can be read by others. Extending their sentences using adjectives and conjunctions.
Communication and Language	Enjoying listening to longer stories during story time and discussing the story. Understanding 'why' questions. Learning a large repertoire of songs. Starting conversations with adults and their peers. Using talk to organise their play.	Developing a wider range of vocabulary. Understanding instructions that have two parts. Singing a large repertoire of songs. Developing their communication during adult led activities. Using longer sentences when expressing their point of view.	Learning and using new vocabulary taught in the current topic. Engaging in story time and non-fiction books. Talking about stories to build up understanding. Learning rhymes, poems, and songs. Describing events in some details, whilst starting to use tenses.	Asking 'how' and 'why' questions during adult led activities to check their understanding. Engaging in story time and non-fiction books. Learning rhymes, poems, and songs. Using talk to help work out problems and organise thinking and activities in activities.	Listening attentively and making comments/ asking questions during activities to clarify their understanding. Holding conversations and discussing their ideas with their teachers and peers. Talking about their experiences using past, present, and future tenses.	Listening attentively and making comments/ asking questions during activities to clarify their understanding. Holding conversations and discussing their ideas with their teachers and peers. Talking about their experiences using past, present and future tenses.

Nursery Rhymes	Heads, shoulders, knees, and toes. We all clap our hands together. Miss Polly had a dolly, Rock-a-bye- baby, Polly put the kettle on, The wheels on the bus. Hey diddle diddle.	Here we go round the mulberry bush. Twinkle twinkle little star. Oranges and lemons. Incy wincey spider. Wind the bobbin up. Five speckled frogs. Little Bo Peep.	There was an old lady who swallowed a fly. Old mother Hubbard. Pat-a- cake. Jack and Jill, Little Miss Muffet. Peter Rabbit had a fly upon his nose. Mary had a little lamb.	Hot cross buns. Baa baa black sheep. Five little ducks. Humpty Dumpty. Farmers in his Den. Three blind mice. This little piggy. Old MacDonald had a farm.	The Grand Old Duke of York. Mary, Mary, quite contrary. London bridge. This old man. I'm a little teapot. Goosey goosey gander. Pussy cat, pussy cat. I can sing a rainbow.	It's raining it's pouring. Rain rain go away. One two three four five. Ring-a- ring of roses. Row row row your boat. The day I went to sea. One finger one thumb. Ten little monkeys.
Role Play	In the Home	In the Home - Introduce a plant (children to care for)	In the Home - introduce the class cat	In the Home - taking care of the class cat	In the Home - introduce the class baby	In the Home - taking care of the class baby
Phonics	Baseline assessment Phase 2 - s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, j, qu, z, w, v, y, x, ck, ss, ll, zz, ff Tricky words - l, to, the, no, go, he, she	Phase 2 - qu, z, w, v, y, x, ck, ss, ll, zz, ff Tricky words - we, me, be, was, my, you	Phase 3 - sh, ch, th, ng, ai, oa, ee, or, ow, oi Tricky words - they, her, all, are, said, so	Phase 3 - oo (long and short), igh, ar, ur, er Tricky words - have, like some, come, there	Phase 3 - air, ear, ure Tricky words - were, little, one, do, out, when, what CVCC words with short vowel sound	CVCC words with short vowel sound CVCC words with phase 3 GPC CCVC and polysyllabic words Focus on phase 4 blending and segmenting
Handwriting	Handwriting patterns Round and round Straight/ up and down Curves Zigzags Spirals and figures of eight Learning to correct hold a pencil (using the tripod grip).	Ladder Letters – l, i, t, u, y. Curly Caterpillar Letters – c, o, s, a, d, g, q Continuing to learn to write from left to right, top to bottom.	One armed robot letters - r, n, m, p, b, h, k Other - e, f, j, v, w, z, x	Number formation 1, 4 2, 3, 7 0, 8, 9 5, 6	Consolidation of letter formation within words Caterpillar letters - as, so, go - do, dad, sad Caterpillar and ladder letters - is, to, at - all, sat - cat, got - sun, sit - lot, lid - cot, dig - cut, coat	Capital and lower case letters in books Tall capital and lower case - Ll, Tt, Hh - Kk, Dd, Bb Tall capital and small lower case - Aa, Cc, Ss - Ee, li, Uu - Rr, Mm, Nn - Vv, Ww - Xx, Zz Tall capital and hanging lower case - Jj, Ff, Yy - Gg, Qq, Pp

<p>Reading</p>	<p>Learning to hold a book correctly and we read from left to right, top to bottom. Reading individual letters by saying the sounds for them. Hearing initial sounds in words. Blending sounds in CVC words. Reading simple phrases and sentences. Engaging in conversations about stories and reading a range of books in the 'Reading Area'.</p>		<p>Blending sounds in CVC and CVCC/CCVC words. Reading simple phrases and sentences, and a few common exception words. Re-reading books to build up their confidence in word reading and fluency. Enjoying reading a range of books in the 'Reading Area'.</p>	<p>Knowing the sounds for each letter in the alphabet and 24 diagraphs. Reading simple sentences and words consistent with their phonic knowledge. Anticipating key events in stories. Demonstrating an understanding of what has been read to them by retelling stories and using newly learnt vocabulary.</p>		
<p>Focused Texts</p>	<p>Fiction: The Colour Monster Goes to School, We're all wonders, Have you filled a bucket today? Funnybones. Non-Fiction: In an emergency.</p>	<p>Fiction: Leaf man, We're going on a leaf hunt, The gingerbread man, Hansel and Gretel, Evil Pea Rules. Non-Fiction: Volcanoes</p>	<p>Fiction: Poles Apart, Lost and Found. Non-Fiction: Instructions, A day in the life: Emperor penguin, Arctic fox, Ready to read polar animals, Powerful polar bears, Where on Earth? Antarctica.</p>	<p>Fiction: Lighthouse Keeper Series, Rainbow Fish, Storm Whale. Non-Fiction:</p>	<p>Fiction: Owl Babies, Deep Dark Wood, Little Red Riding Hood Non-Fiction: Woodland animals and their homes</p>	<p>Fiction: The Gruffalo, Oi Frog, We're Going on a Bear Hunt. Non-Fiction:</p>
<p>Poetry Basket</p>	<p>Chop Chop, Pointy Hat, Wise Old Owl, Falling Apples, A Basket of Apples, Leaves are Falling, Breezy Weather.</p>	<p>Five Little Pumpkins, Who Has Seen the Wind? Cup of Tea, Mice, Shoes. The Christmas Basket</p>	<p>Popcorn, A Little House, Let's Put on Our Mittens, Pancakes, I Can Build a Snowman, Carrot Nose.</p>	<p>Spring Wind, Furry Furry Squirrel, Hungry Birdies, A Little Seed, Stepping Stones, Mrs Bluebird.</p>	<p>I Have a Little Frog, Dance, Pitter Patter, Sliced Bread, A Little Shell, Five Little Peas.</p>	<p>The Fox, Monkey Babies, Thunderstorm, Five Little Owls, If I Were So Very Small, Under a Stone.</p>

<p style="text-align: center;">Maths</p>	<p style="text-align: center;">White Rose Reception Scheme: matching and sort, compare amounts, compare size, mass and capacity, exploring patterns.</p> <p>Linking numerals and amounts up to 5. Comparing quantities using language: ‘more than’, ‘fewer than’. Making comparisons between objects relating to size, length, weight, and capacity. Discussing and identifying patterns. Extending and creating ABAB patterns. Noticing and correcting an error in a repeating pattern.</p>	<p style="text-align: center;">White Rose Reception Scheme: representing, comparing and composition of numbers to 5, 2D shapes, spatial awareness, one more and less.</p> <p>Developing fast recognition of up to 3 objects. Reciting numbers past 5. Saying one number for each item in order: 1,2,3,4,5. Knowing that the last number reached when counting a small set of objects. Solving real world mathematical problems with numbers up to 5. Discussing and exploring 2D shapes, using informal and mathematical language. Understanding position through words alone. Selecting shapes appropriately.</p>	<p style="text-align: center;">White Rose Reception Scheme: introducing zero, comparing and composition of numbers to 8. Compare mass and capacity, combining two groups.</p> <p>Counting objects, actions, and sounds. Subitising. Linking the number symbol with its cardinal number value. Comparing numbers. Understanding the ‘one more than/one less than’ relationship between consecutive numbers. Exploring the composition of numbers to 8. Automatically recalling number bonds for numbers 0–5 and some to 10. Comparing length, weight, and capacity. Making comparisons between objects relating to size, length, weight, and capacity.</p>	<p style="text-align: center;">White Rose Reception Scheme: length and height, 9 and 10, comparing numbers to 10, bonds to 10, 3D shapes.</p> <p>Discussing and exploring 2D and 3D shapes, using informal and mathematical language. Selecting shapes appropriately. Combining shapes to make new ones. Understanding the ‘one more than/one less than’ relationship between consecutive numbers. Exploring the composition of numbers to 10.</p>	<p style="text-align: center;">White Rose Reception Scheme: numbers 11 to 20, adding more, taking away</p> <p>Understanding the ‘one more than/one less than’ relationship between consecutive numbers. Counting beyond ten. Exploring the composition of numbers to 10. Automatically recalling number bonds for numbers 0–5 and some to 10. Subitising.</p>	<p style="text-align: center;">White Rose Reception Scheme: halving, doubling, odds and evens.</p> <p>Understanding the ‘one more than/one less than’ relationship between consecutive numbers. Counting beyond ten. Exploring the composition of numbers to 10. Automatically recalling number bonds for numbers 0–5 and some to 10. Subitising.</p>
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<p>Understanding the World</p> <p>PP - Past and Present PCC - People, Cultures and Communities NW - The Natural World</p>	<p>Investigating collections of materials with similar and/or different properties. Discussing what they see, using wide vocabulary. Geography: Exploring the school. Science: Learning about the human lifecycle. Discussing body parts and different bones. Investigating healthy lifestyles. Learning about healthy and unhealthy foods. Investigations: Dancing raisins, indestructible bag, skittles, a bubble inside a bubble, inside a bubble, marble drop, liquid layers. PP: Talking about our families and discussing the differences. PCC: Getting to know the school environment and classroom. Learning about different religions and their special symbols. NW: Exploring and discussing different texture. Computing: Using tablets/computers to support English, Maths, art and 2paint</p>	<p>Discussing and exploring the differences between materials and changes they notice. Continuing to develop positive attitudes about the differences between people. Understanding the effect of changing seasons on the natural world around them. Geography: Looking at famous buildings and landmarks (The Great Fire of London). Science: Exploring different buildings (The Great Fire of London). Investigations: Inseparable books, D.I.Y trumpet, floating ghosts, shaky changes, Archimedes takes a bath, reversing glass, hanging crystals, water volcano in a bottle. PCC: Different celebrations around the world. Celebrate Diwali and Christmas. NW: Different seasons. Exploring textures inside and outside. Computing: Using tablets/computers to support English, Maths, art and 2paint</p>	<p>Continuing to develop positive attitudes about the differences between people. Recognising some similarities and differences between life in this country and life in other countries (Arctic and Antarctic). Geography: Learning about countries and continents. Science: Linked to topic investigating ice, blubber experiment. Investigation: Ice fishing, rainbow paper, unpopable ballon, levitating ball trick, teabag rocket. PP: Learning about the life of a Farmer and how they are important members of the community (Farmer Foster). PCC: Learning about celebrations – Chinese New Year. NW: Looking at the differences between polar animals. The Lifecycle of a penguin. Computing: Using tablets/computers to support English, Maths, art and 2paint</p>	<p>Discussing and exploring the differences between materials and changes they notice. Investigating collections of materials with similar and/or different properties. Discussing what they see, using wide vocabulary. Continuing to develop positive attitudes about the differences between people. Geography: Learning about countries, oceans, and continents. (Disasters at sea) Science: Investigating floating and sinking Investigation: Underwater candle, ballooning, loud lollies, bouncy ball (egg) PP: Looking at various disasters at sea (Titanic) PCC: Easter NW: Looking at the world around us (icebergs, oceans). Computing: Using tablets/computers to support English, Maths, art and 2paint</p>	<p>Forest School - Plant seeds and care for growing plants. Beginning to understand the need to respect and care for the natural environment and all living things. Geography: Looking at how we can care for the planet and plastic pollution. Science: Learning about how to care for animals. Discussing the parts of a plant. Investigation: Eggstraordinary, floating plate trick, bottle blaster, Coke and mentos, bubble snake, lava lamps PP: Comparing old and new faith tales. PCC: Learning about the effects of plastic pollution on animals and oceans (Earth Day) NW: Exploring different seeds, plants and flowers. Computing: Using tablets/computers to support English, Maths, art and 2paint</p>	<p>Developing their understanding of the need to respect and care for the natural environment and all living things. Geography: Creating maps of Forest School and recreate 'We're going a bear hunt'. Science: Look at different plants and trees. Investigation: Pipe cleaner push/pull, magnetic motors, paperclip painting, PP: Investigating how countries have changed. PCC: Learning about the life of a Farmer and how they are important members of the community (Facetime a Farmer). NW: Different seasons. Exploring textures inside and outside. Searching for insect habitats and observing them. Computing: Using tablets/computers to support English, Maths, art and 2paint</p>
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<p>Expressive Arts and Design</p>	<p>Taking part in simple pretend play. Making imaginative and complex small worlds. Exploring different materials freely. Drawing with increasing complexity and detail. Remembering and singing songs. Playing instruments with increasing control.</p> <p>Observational Art Apple, skittles, peacock feather, shells, autumn leaves, pine cone,</p>	<p>Developing complex stories using small world equipment. Developing their own ideas with materials. Joining different materials and exploring textures. Exploring colour and colour- mixing. Remembering and singing songs. Playing instruments with increasing control.</p> <p>Observational Art Pumpkin, orange, fishing net, bowl of spaghetti, teddy bear, shoes, Christmas bauble.</p>	<p>Exploring, using, and refining a variety of artistic effects. Building upon previous learning. Creating collaboratively, sharing ideas, resources, and skills. Listening, moving, and talking about music. Engaging in music making and dancing. Developing storylines in pretend play.</p> <p>Observational Art Kiwi fruit, old fashioned telephone, fish, daffodils, pair of glasses.</p>	<p>Exploring, using, and refining a variety of artistic effects. Building upon previous learning. Creating collaboratively, sharing ideas, resources, and skills. Listening, moving, and talking about music. Engaging in music making and dancing. Developing storylines in pretend play.</p> <p>Observational Art Wooden figure, blossom, lightbulb, snail, Vincent Van Gogh ‘Sunflowers’, strawberry.</p>	<p>Safely using, exploring, and experimenting with different materials, tools and techniques. Sharing and explaining their creations. Using props to retell and adapt stories and narratives. Singing and performing a range of well-known nursery rhymes and songs.</p> <p>Observational Art Nature’s paintbrushes, ladybird, tall glass, Japanese cherry blossom, pear.</p>	<p>Safely using, exploring, and experimenting with different materials, tools and techniques. Sharing and explaining their creations. Using props to retell and adapt stories and narratives. Singing and performing a range of well-known nursery rhymes and songs.</p> <p>Observational Art Bee, Vincent Van Gogh ‘Starry Night’, half self-portrait, bucket and spade, dried poppy flower.</p>
<p>RE</p>	<p>Which stories are special and why?</p>	<p>Which people are special and why?</p> <p>The Traditional Nativity Story</p>	<p>Which places are special and why?</p>	<p>Where do we belong?</p>	<p>Which times are special and why?</p>	<p>What is special about our world?</p>

<p>PSHE</p>	<p>PSED Scheme: Beginning and Belonging.</p> <p>Establish class rules. Learning routines for the school day. Developing confidence in new situations and their membership within the class. Talking about their own feelings and understanding how others feel. Developing friendships with others.</p>	<p>PSED Scheme: Family and Friends, including Anti-Bullying.</p> <p>Consistent use of class rules and school behaviour expectations. Continue developing confidence. Establishing friendships and extending play ideas. Finding solutions to solve conflicts. Continue discussing feelings and emotions. Becoming independent with their own care needs.</p>	<p>PSED Scheme: Identities and Diversity.</p> <p>Building constructive and respectful relationships. Sees themselves as a valuable individual within the EYFS classroom. Expressing and understanding their own feelings and considering the feelings of others.</p>	<p>PSED Scheme: Keeping Safe.</p> <p>Showing resilience and perseverance when faced with challenges. Managing own personal hygiene needs. Talking about ways to support their health and wellbeing e.g. healthy eating, physical activity, sleep routine, etc.</p>	<p>PSED Scheme: Healthy Lifestyles.</p> <p>Cooperatively working, playing, and taking turns with others. Forming positive attachments to adults and friendships with peers. Showing an understanding of their feelings and those of others and regulates their behaviour accordingly. Setting and working towards simple goals.</p>	<p>PSED Scheme: My Body and Growing Up.</p> <p>Showing sensitivity to their own and to others needs. Independent with managing their own basic hygiene and personal needs. Being confident and resilient when trying new activities and when faced with challenges. Preparing and discussing the transition to Year 1.</p>
<p>PE (MfL)</p>	<p>PE with our Sports Coach.</p> <p>Developing their ball skills, movement, balancing and riding. Skipping, hopping, balancing, and posing for a game such as musical statues. Starting to show a preference for a dominant hand. Using one-handed tools and equipment.</p> <p>Movement for Learning</p> <p>Unit 1 - Weeks 1 - 4</p> <p>Unit 2 - Weeks 1 - 2</p>	<p>PE with our Sports Coach - Dance</p> <p>Continuing to develop gross motor skills. Becoming increasingly independent when getting dressed and undressed. Comfortably holding and showing good control when using pens and pencils. Learning to safely use one-handed tools and equipment.</p> <p>Movement for Learning</p> <p>Unit 2 - Weeks 3 - 4</p> <p>Unit 3 - Weeks 1 - 4</p>	<p>PE with our Sports Coach - gymnastics</p> <p>Continuing to develop gross motor skills. Improving fine motor skills by using a range of tools safely and confidently. Developing a more fluent style of moving. Practising letter formation. Enhancing their body-strength, balance, co-ordination, and agility.</p> <p>Movement for Learning</p> <p>Unit 4 - Weeks 1 - 4</p> <p>Unit 5 - Weeks 1 - 2</p>	<p>PE with our Sports Coach - Ball Skills</p> <p>Continuing to develop gross motor skills. Improving fine motor skills by using a range of tools safely and confidently. Developing the foundations of a handwriting style. Building upon their ball skills e.g. throwing, catching, kicking, passing, etc.</p> <p>Movement for Learning</p> <p>Unit 5 - Weeks 3 - 4</p> <p>Unit 6 - Weeks 1 - 4</p>	<p>PE with our Sports Coach - Fundamentals</p> <p>Negotiating space and obstacles safely. Moving in a range of ways. Demonstrating strength, balance, and coordination. Being able to hold a pencil effectively. Efficiently using a range of small tools, such as scissors and tweezers. Dough Disco.</p> <p>Movement for Learning</p> <p>Yr1 Unit 1 - Weeks 1 - 4</p> <p>Yr1 Unit 2 - Weeks 1 - 2</p>	<p>PE with our Sports Coach - Games</p> <p>Negotiating space and obstacles safely. Moving in a range of ways. Demonstrating strength, balance, and coordination. Being able to hold a pencil effectively. Efficiently using a range of small tools, such as scissors and tweezers. Dough Disco.</p> <p>Movement for Learning</p> <p>Yr1 Unit 2 - Weeks 3 - 4</p> <p>Yr1 Unit 3 - Weeks 1 - 4</p>