


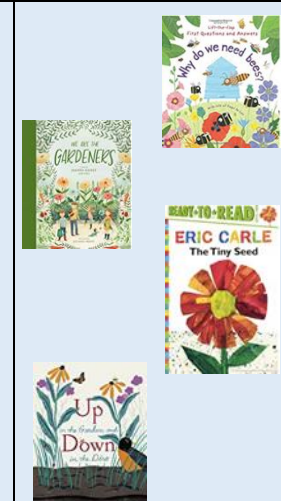

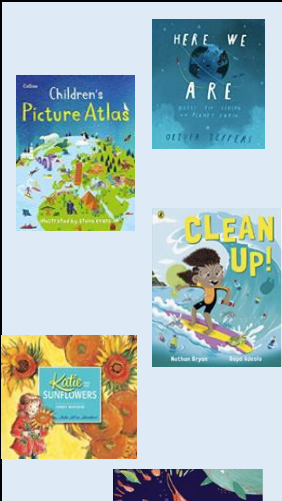


Scotton Lingerfield Primary School

EYFS Long Term Plan

Based on the new Development Matters and revised statutory framework 2021

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Early Years curriculum is designed around a rich, broad range of themes that enable the children to develop a wide foundation of knowledge and skills in each area of learning. These themes are supported by quality texts and enhanced through enrichment activities, visits and visitors. We recognise that all children are unique and will have their own distinct interests and we value the opportunity that these give us to facilitate other learning experiences. As the children move through the school, they will strengthen and deepen this learning through our engaging and challenging curriculum.</p>						
Themes	Halloween Autumn Families People who help us	Bonfire Night Christmas Diwali Toys from the past	Chinese New Year Valentine's day Winter	Pancake day Easter Spring	Summer Life cycles Our local area	Summer Seaside Hot places Pollution
Experiences and inspirations - for home and school	Go for a walk Collect conkers Make a leaf picture	Visit from Hedgehog rescue volunteer Watch how the moon changes in the sky Splash in puddles	Visit a zoo Play in the snow Explore ice	Harlow Carr Plant a seed Visit a garden centre Try different fruits and vegetables	Nidd Gorge/ Butterfly world Go on a bug hunt Make a bug hotel	Visit the seaside Make a model from recycled materials Paddle in the sea Collect some litter Recycle waste
Class texts						

3 prime areas of learning and development

Personal Social and Emotional Development

Throughout the year the children will learn to:
 See themselves as valuable individuals, Build constructive and respectful relationships
 Express their feelings and consider the feelings of others, Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally, Think about the perspectives of others, Manage their own needs

Identity, Society and equality Me and Others	Keeping safe and managing risk Why we have rules	Mental Health and emotional wellbeing Managing emotions and making friendships	Physical Health and wellbeing How to keep my body healthy	Relationships Families and friends	Drug, alcohol and tobacco education Medicine safety
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Focus days/weeks

Rules Consent Stranger danger	Anti- bullying Fire safety Road safety	Railway safety Internet safety day	Bugs and hygiene Safety around dogs	Sun safety Water safety	Child safety week First aid
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Physical development

Throughout the year the children will:
 Revise and refine the movement skills they have already acquired, progressing towards a more fluent style of moving
 Develop the body strength, co-ordination, balance and agility needed to engage successfully with future physical education
 Develop their small motor skills so that they can use a range of tools competently, safely and confidently, developing the foundations of a handwriting style which is fast, accurate and efficient.
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Combine different movements with ease and fluency
 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.

PE themes

The Birthday Bike surprise	Pirate Pranks	Journey to the Blue Planet Monkey business	Tilly the Train's big day Thembi walks the tightrope	Clowning around Wendy's Water ski challenge	John and Jasmin learn to juggle Ringo to the Rescue
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Communication and language

Throughout the year children will:

- Learn to listen carefully and understand why it is important
 - Learn to speak with confidence and coherence during circle/carpet times
- Learn to listen and respond appropriately with relevant comments, questions or actions
 - Describe events in detail and use a range of connectives to join ideas
 - Use appropriate story language to re-enact/re-tell simple and familiar stories
 - Learn and use new vocabulary
 - Develop social phrases
- Use talk to work out problems and to explain how things work or why they happen

4 specific areas of learning and development	Literacy	<p style="text-align: center;"><i>Throughout the year the children will learn to:</i></p> <p style="text-align: center;">Read individual letters by saying the sounds for them. Blend sounds into words</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p style="text-align: center;">Form lower-case and capital letters correctly</p> <p style="text-align: center;">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>					
	Applying:	<p>Recognising own name and beginning to write their name</p> <p>Learn how to hold and look after a book.</p> <p>Develop accurate pencil grip</p> <p>Opportunities to write using initial sound</p>	<p>Writing own name with support</p> <p>Christmas cards and letters to Santa</p> <p>Understand the difference between fiction and non-fiction</p> <p>Opportunities to write using initial and final sounds</p>	<p>Write first name independently</p> <p>Look at contents and index in non-fiction</p> <p>Make a class book</p> <p>Opportunities to write using CVC words</p>	<p>Write whole name</p> <p>Instructions: pancake day/easter nest buns</p> <p>Easter cards</p> <p>Opportunities to write words or phrases using known sounds</p>	<p>River poetry</p> <p>Animal description</p> <p>Make a class non-fiction book</p> <p>Opportunities to write sentences using known sounds</p>	<p>Postcards</p> <p>Opportunities to write sentences using known sounds that can be read by others</p>
	Phonics - Little Wandle	Phase 2	Phase 3		Consolidate phase 2 and 3	Teach phase 4 and consolidate phase 3 and 4	
	Mathematics	<p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Explore pattern</p>	<p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Representing numbers to 5</p> <p>One more and one less</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Introducing zero</p> <p>Number bonds to 5</p> <p>Counting to 6,7, and 8</p> <p>Counting to 9 and 10</p> <p>Comparing groups to 10</p> <p>Spatial awareness</p>	<p>Combining two groups to find the whole</p> <p>Number bonds to ten - ten frame and part whole model</p> <p>2D and 3D shapes</p>	<p>Making simple patterns</p> <p>Exploring more complex patterns</p> <p>Adding more</p> <p>Taking away</p> <p>Counting to 20</p>	<p>Doubling</p> <p>Halving</p> <p>Odds and evens</p> <p>Length, height and distance</p> <p>Weight capacity</p>

Understanding the World	<p style="text-align: center;"><i>Through the year the children will:</i> Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways</p>					
History Geography Science	Talk about members of their immediate family and community Name and describe people who are familiar to them	Historical figures - Guy Fawkes Comment on images of familiar situations in the past - toys and Christmas	Recognise that some environments are different to the one in which they live - polar regions	Explore the natural world around them	Recognise that some environments are different to the one in which they live - rainforests and deserts	Comment on images of familiar situations in the past Recognise that some environments are different to the one in which they live - seaside Draw information from a map
RE	Which people are special and why?	Which stories are special and why?	Which times are special and why?	Which places are special and why?	Where do we belong?	What is special about our world?
Expressive art and design	Picasso - portraits using mixed media	Jackson Pollock Splatter paintings and colour mixing	Emma Majury collage Collaborative development of ideas Dragon dance	Litterbug characters (recycled materials)	Using tools with care and precision to enhance minibeast sculptures Butterfly dance	Independent development and production of a creative idea Land Art Andy Goldsworthy
Music - Kapow	Celebration music		Exploring sound	Music and movement	Musical stories	Big band
Computing - Kapow	Computing systems and networks 1: Using a computer		Programming 1: all about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data