

EYFS Long Term Plan 2019-2020



BRIGSTOCK LATHAM'S
SCHOOL

In all units of work, the prime areas of learning (Communication and Language, Personal, Social and Emotional Development and Physical Development) will underpin all learning in the Early Years. We encourage our children to be resilient, confident and self-assured learners and to develop and establish positive relationships. We also recognise that children learn and develop best in enabling environments in which their experiences respond to their individual needs- so work within our units will reflect this. Our practitioners ensure that the children in our school have access to challenging, playful opportunities across all areas of learning. We foster the characteristics of effective learning in all of our work, ensuring that our children have the opportunity for **playing and exploring, active learning and creating and thinking critically**.

	AUTUMN 1	AUTUMN 2	SPRING 3	SPRING 4	SUMMER 5	SUMMER 6
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>OURSELVES AND OUR FAVOURITE THINGS TOYS</p> <p>Thinking about ourselves, our families and friends, favourite colours and books. New beginnings Learning we are all unique Learn class/school routines Understand our rules and follow them Form positive relationships with peers and adults Initiate conversations with others</p>	<p>TREASURE</p> <p>Thinking about what things we treasure – family, friends, special toys, events. Think about our family tree – parents, grandparents, aunties, uncles etc. Celebrating similarities and differences</p>	<p>DUNGEONS AND DRAGONS</p> <p>Become independent and confident in our setting Show care and concern for each other Share resources with peers Make strong relationships with others Take steps to resolve conflicts and find a compromise What makes a good friend? (link with the Gruffalo) Learning for living – Relationships with our families</p>		<p>OPPOSITES</p> <p>Relationships Learning for living - Keeping Healthy Can talk about their abilities. Be confident to try new activities. Work as part of a group, understanding and following rules.</p>	<p>THE GREAT OUTDOORS</p> <p>Listening to each other and taking others feelings/views into consideration. To understand what bullying is Prepare for the new challenges in Year One. Learning for living – Citizenship</p>
OTHER EVENTS	<p><i>Day 10:10- Outdoor learning environment</i> Harvest Festival PIRATE DAY COLOUR DAY Remembrance Diwali Christmas</p>		<p><i>Day 10:10- Brigstock through the Ages</i> Easter Chinese New Year World Book Day</p>		<p><i>Day 10:10 -</i> May Day Sports Day Race for Life Graduation</p>	
PHYSICAL DEVELOPMENT	<p>Write first name To form letter shapes on a large and small scale Gain pencil control in forming letter and numbers</p>	<p>Gain independence in changing for PE Manage some personal needs independently Use tools for a purpose</p>	<p>To jump off apparatus and land safely To form recognisable letters correctly Show understanding for safety when tackling new challenges. Understand how to transport equipment</p>		<p>Negotiate space when playing running and chasing games. Travel over, under and through balancing equipment. Talk about how to stay healthy and safe.</p>	

	Balancing and core strength Muddy Monday Dance	and use them safely Competitive games Muddy Monday Dance	safely Handle tools and writing materials with good control Gymnastics Team Games Muddy Monday Dance	Manage all basic hygiene needs independently. Athletics Sports Day/Games Muddy Monday May Day dancing
EXPRESSIVE ARTS AND DESIGN	Farm shop/GP surgery role play Drawing and painting ourselves. Acting out favourite stories with related role play areas. Favourite toys- pastels Moving toys – DT RE symbol - Dove MUSIC – Charanga	Pirate ship role play Textiles - design and make a bag to hold some personal treasure Make own money Create own treasure map MUSIC – Charanga	Castle role play Clay model dragon Pastel dragon Cook a selection of food for a tea party at the castle MUSIC – Charanga	Cold and warm role play Illustrations/front cover to go with book they have written/made. Sketching Natural resources art MUSIC – Charanga
UNDERSTANDING OF THE WORLD	Talk about their families, past and present events Know they belong to their home, school and community. Learn about and talk about the seasons/ go on an Autumn walk. Learn about the celebrations of Harvest, Bonfire Night and Christmas.		Look closely and talk about changes in plants. Make observations about plants and animals. To learn about and talk about the seasons/ go on a Spring walk Learn about the celebrations of Diwali, Chinese New Year, Hanukkah and Easter. Learn about some traditions and cultures are different and to respect these. Mother's Day Complete a simple ICT program	To learn about and talk about the seasons/ go on a Summer walk. Talk about the different features of environments and explain why things are different.
SCIENCE LINKS WITH YR 1/2	Topics throughout the year are to be taught through Working Scientifically/ practical methods. Children will be taught to: *ask simple questions and recognise that they can be answered in different ways *observe closely using simple equipment *perform simple tests *identify and classify *use their observations and ideas to suggest answers to questions *gather and record data to help answer questions			
	Ourselves, health and growth, exercise and healthy eating – including healthy outdoor lifestyle. Seasons – changes throughout the year.		Materials Seasons – changes throughout the year.	Animals and habitats. Plants and flowers. Seasons – changes throughout the year.

RE	F4 Being special: where do we belong?	F2 INCARNATION Why do Christians perform Nativity plays at Christmas?	F6 Which stories are special and why?	F3 SALVATION Why do Christians put a cross in an Easter garden?	F1 GOD/CREATION Why is the word 'God' so important to Christians?	F5 Which places are special and why?
LITERACY	<p>To talk about themselves and their experiences. To listen and follow simple instructions To learn individual phonic sounds. Read at home and school showing awareness of phonic knowledge.</p> <p>Stories in familiar settings. Retelling a story with pictures</p> <p>TEXTS:</p>	<p>Begin to talk about what they have read in simple terms. Introduce a storyline or narrative into their play.</p> <p>Pirate stories Labelled maps. Descriptions of settings.</p> <p>TEXTS:</p>	<p>Reading, acting out and recreating stories. Playing cooperatively to act out a story. Listen to and respond to a range of stories. Continue a rhyming string. Begin to read and write words and simple sentences.</p> <p>Information books- creating non-fiction texts. Writing linked to known stories. Rhyme and poetry. Book reviews.</p> <p>TEXTS:</p>	<p>Respond to an instruction involving a two-part sequence. Write simple words and sentences independently. Attempt to write longer more difficult words. Answer 'why' and 'how' questions about events. Read and understand simple sentences. Describe main events in stories they have heard or read. Use key features of narrative in their own writing.</p> <p>TEXTS:</p>		
MATHS	<p>To count and order numbers to 10. To make sets of objects up to 10. To make repeating patterns. To begin to write numerals to 9. To find 1 more/1 less than numbers up to 10. Begin to use mathematical names of 2D and 3D shapes. To recognise, create and describe patterns.</p>		<p>To count and order numbers to 20. Addition/subtraction. Use everyday language relating to weight. Use everyday language relating to length. Use everyday language relating to time. Use everyday language relating to position. Use everyday language relating to money.</p>		<p>Addition/subtraction Use everyday language relating to capacity. Solve problems that involve doubling, sharing and halving. Use everyday language relating to distance.</p>	
BRITISH VALUES				<p>What is money? Who are the Patron Saints and their emblems?</p>		<p>What is the United Kingdom? What are the natural features of the British Isles? What is London like? Do I recognise the Union Flag? What are Britain's most iconic buildings? Who are the Royal family? Do I recognise our National anthem? What is Britain like within the wider world?</p>