



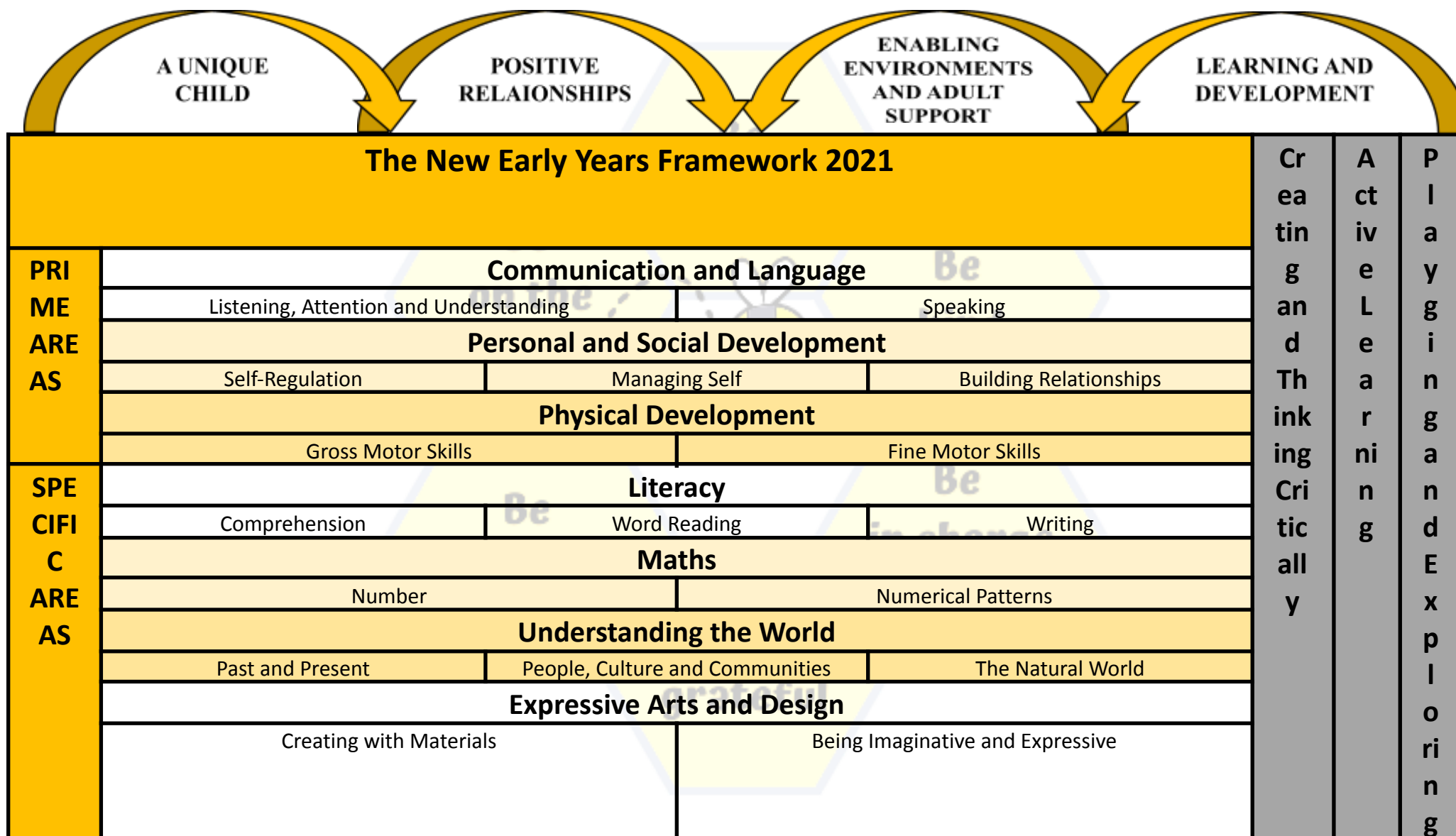
# LaceyField.







The home of Eastfield Infants and Nursery Academy  
And  
Lacey Gardens Junior Academy.

## EYFS

# Long Term Plan 21-22

Lacey Gardens, Louth, LN11 8DQ  
01507 603376/602082



EYFS LONG TERM PLAN 21-22													
AUTUMN 1 2/9/21 – 15/10/21 Training day: 1/9/21		AUTUMN 2 1/11/21 – 17/12/21 Training day: 20/12/21		SPRING 1 5/1/22 – 10/2/22 Training day: 11/2/22		SPRING 2 21/2/22 – 1/4/22		SUMMER 1 19/4/22 – 27/5/22 Bank holiday: 18/4/22 2/5/22		SUMMER 2 6/6/22 – 26/7/22			
All About Me! 		Terrific Tales! 		Amazing Animals! 		Come Outside! 		Ticket to Ride! 		Fun at the Seaside! 			
GENERAL THEMES NB: These themes may be adapted at various points to allow for children's interests/world-wide events to flow through the provision		All About Me! Starting school / my new class / New beginning / Rules and routines – choose it, use it, put it away / / Careers / How have I changed? / My family		Terrific Tales! Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas		Amazing Animals! Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats Dinosaurs		Come Outside! Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials		Ticket to ride! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?		Fun at the Seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art	
		People who help us: Parents/teachers		People who help us: Fire service/postman		People who help us: Vets/zoologist		People who help us: dentists/doctors/nurses/farmers		People who help us: Bus drivers/train drivers/pilots/astronauts		People who help us: lifeguards/coast guards	
I WONDER...		What makes me, me? What is special about me? How I have changed?		What happened once upon a time? What is in the woods? If all characters if all characters live happily ever after? If all wolves are bad?		How I am different to an animal? What moves? What is underneath me? If all creatures have a belly button? If I can have an owl as a pet?		What is underneath me? What I can find out? What is healthy? What is under the ground? What I can find in a garden? What is outside the door? What is below my feet?		What moves? What is above the clouds? What is up in the sky? What is underneath me? Where this ticket will take me? Where in the world I am?		What is under the sea? What is underneath me? What a pirate is? Where shells come from? Where sand comes from? What makes the waves?	

			What happens if dinosaurs were alive? How animals have changed over time?		What is around the corner? Where I can go?	
<b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b>	The rainbow fish Sharing a shell The Smartest Giant Kind The Colour Monster Inside out (film) Pete the cat (Goes to school) Love Monster Owl Babies The leaf thief Ruby's worry Real Superheroes	The Gingerbread man Farmer duck The Jolly Postman Stickman The Gruffalo 3 Little Pigs Goldilocks and the three bears Hansel and Gretel Peepo Each Peach, Pear and Plum We are going on a bear hunt Room on the broom Dear mother goose Elf school / Elves The Hungry Caterpillar Halloween Witches kitchen Nibbles the book monster	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond What the Ladybird heard There's a dog in this book Dear Zoo Our very own dog Lost and found Poo in the zoo Oi Cat/Oi Frog Superworm What's underneath me	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons Mad about bugs Petal and Nettle Errol's garden Supertato The bad seed Tap the magic tree	The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Oi! Get off my train! You can't take an elephant on the bus On the moon Whatever next! Alien's love under underpants Beegu Maps	Lighthouse Keeper's Lunch Under the Sea Non – Fiction Zoom World Atlases Tiddler Barry the fish with fingers Pirates love underpants Alfie and Annie-Rose What the ladybird heard at the seaside Rover Tiddler Ten Little pirates The Pirate cruncher The Pirate next door Pirate Pete – talk like a pirate The night pirates
<b>'WOW' MOMENTS / ENRICHMENT WEEKS</b>	Harvest Autumn trail Talent show	Stories by the fireside Panto Parents in to read a story Library visit/visitors Reading morning	Zoo Lab visit Animal Art week Let's go on Safari - An animal a day! Class pet?	Walk to the allotment Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Vincent Van Gogh Study Easter Egg Hunt Supermarket – Morrisons Bug hotel/Insect houses Den making Tree planting	Post a letter Food tasting – different cultures Map work - Find the Treasure Visit from 999 services Junk modelling – own vehicles Bikes/scooters from home with helmets Giving out tickets	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Pirate Day Ice – Cream van Sports day
<b>DATES</b>		Christmas Remembrance day 11/11/21 Guy Fawkes / Bonfire Night 5/11/21 Diwali 4/11/21 Halloween 31/10/21 Hannukah Road safety 15/11/21-21/11/21 World Space Week	Chinese New Year 1/2/22 LENT 2/3/22 Valentine's Day 14/2/22 Internet Safety Day 8/2/22 World Book Day 3/3/22	Mother's Day 27/3/22 Queen's Birthday Science Week 11/3/22	D-Day World Bee Day 20/5/22 National children's gardening week 29/5/22 Love a tree day 16/5/22	Father's Day 19/6/22 Heathy Eating Week World Environment Day 5/6/22 Anniversary of the NHS

		Children in Need Anti-bullying Week				
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COEL	<p align="center"><b>Characteristics of Effective Learning</b></p> <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>					

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COMMUNICATION AND LANGUAGE	<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</p>					



Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSED times, stories, singing and speech and language interventions,

their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures.**

#### DAILY STORYTIME / DAILY SINGING / DAILY NURSERY RHYMES

##### I DO, WE DO, YOU DO – SPEAKING TOOL

<b>Welcome to Nursery/Reception</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions /goals/dreams? Sharing facts about me! All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	<b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	<b>Tell me why!</b> Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	<b>Talk it through!</b> Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it?” Where would you find it? Sustained focus when listening to a story	<b>What happened?</b> Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<b>Time to share!</b> Show and tell Weekend news Discovering Passions 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 season
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#### EYFS LONG TERM PLAN 21-22

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<b>GENERAL THEMES</b>	<b>All About Me!</b>	<b>Terrific Tales!</b>	<b>Amazing Animals!</b>	<b>Come Outside!</b>	<b>Ticket to ]]]Ride!</b>	<b>Fun at the Seaside!</b>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	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> .					
<b>MANAGING SELF</b>  <b>SELF-REGULATION</b>  <b>LINK TO BEE-HAVIOURS FOR LEARNING</b>	<b>Being Me in my World</b> 1.Who...Me? 2.How am I feeling today? 3.Being at Nursery/Pre-school 4.Gentle hands 5.Our rights 6.Our responsibilities	<b>Celebrating difference</b> 1.What I am good at 2.I’m special, I’m me 3.Families 4.Houses and homes 5.Making friends 6.Standing up for yourself	<b>Dreams and Goals</b> 1.Challenge 2.Never giving up 3.Setting a goal 4.Obstacles and support 5.Flight to the future 6.Award ceremony	<b>Healthy Me</b> 1.Everybody’s body 2.We like to move it, move 3.Food glorious food 4.Sweet dreams 5.Keeping clean 6.Stranger danger	<b>Relationships</b> 1.My family and me 2.Make friends, make friends, never ever break friends (part 1) 3. Make friends, make friends, never ever break friends (part 2)	<b>Changing Me (Jigsaw)</b> 1..My body 2.Respecting my body 3.Growing up 4. <b>Growth and change (FS1)</b> 4.4 <b>Fun and Fears (FS2)</b> 5.Fun and fears 6.Celebration





	MAIN FOCUS: Transition / Settling in		Be		4. Falling out and bullying (part 1) 5. Falling out and bullying (part 2) 6. Being the best friend we can be	
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PHYSICAL DEVELOPMENT	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> .					
FINE MOTOR	BALL GYM					
Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.    DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES BALL GYM INTERVENTIONS	Use of one handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Fine Motor activities - threading, cutting, weaving, playdough Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp Pencil Grip.	Use of one handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Fine Motor activities - threading, cutting, weaving, playdough Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Use of one handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Fine Motor activities - threading, cutting, weaving, playdough Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items. Button Clothing. Cutting with Scissors.	Use of one handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Fine Motor activities - threading, cutting, weaving, playdough Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.	Use of one handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Fine Motor activities - threading, cutting, weaving, playdough Pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors Start to cut along a curved line, like a circle. Draw a cross.	Use of one handed tools and equipment – knife and fork, mark-making implements, scissors, tweezers Fine Motor activities - threading, cutting, weaving, playdough Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego
GROSS MOTOR	YOGA					
	PE sessions (JB sports) Following instructions Movement Travelling	PE sessions (JB sports) Balance – children moving with confidence Gymnastics	PE sessions (JB sports) Dance	PE sessions (JB sports) Ball skills – throwing, catching, etc	PE sessions (JB sports) Obstacle activities – moving over, under, through and around	PE sessions (JB sports) Races/team games – sports day.



<p>ALL THESE IDEAS WILL BE REVISTED EACH TERM. CHILDREN NEED TIME TO PRACTICE AND CONSOLIDATE</p>	<p><b>From Development Matters 20':</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p> <p>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>
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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)					
COMPREHENSION – DEVELOPING A PASSION FOR READING	<p>Listen and respond to familiar stories. Ask questions.</p> <p>Join in with rhymes and showing an interest in stories with repeated refrains. Have a favourite story/rhyme. Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>- print has meaning</li><li>- print can have different purposes</li><li>-we read English text from left to right and from top to bottom.</li><li>-the names of the different parts of a book</li></ul> <p>Sequence familiar stories through the use of pictures. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Listen and respond to familiar stories. Ask questions.</p> <p>Retell stories related to events through acting/role play. Retelling stories using Images - Story maps. Sequence stories – use vocabulary of beginning, middle and end. Enjoys an increasing range of books.</p>	<p>Listen and respond to familiar stories. Ask questions.</p> <p>Make up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.</p>	<p>Listen and respond to familiar stories. Ask questions.</p> <p>Information leaflets about... Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Listen and respond to familiar stories. Ask questions.</p> <p>Stories from other cultures and traditions, e.g. Handa's Surprise. Retell a story with actions and/or picture prompts as part of a group. Use story language when acting out a narrative. Can explain the main events of a story. Can draw pictures of characters/event/setting in a story. May include labels, sentences or captions.</p>	<p>Listen and respond to familiar stories. Ask questions.</p> <p>Can draw pictures of characters/ event/setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
WORD READING	Environmental Sounds Instrumental Sounds	Rhythm and Rhyme Alliteration	Oral Blending and Segmenting	Read Write Inc Teaching (N2s)	Read Write Inc Teaching (N2s)	Read Write Inc Teaching (N2s)




 	<p><b>Body Percussion</b></p> <p><b>Phonic Sounds: RWI Set 1 whole class</b> Reading: Initial sounds, Oral Blending/segmenting Beginning to link sounds to letters <b>Set 1 Group B</b></p>	<p><b>Phonic Sounds: RWI Differentiated groups</b> Read words consistent with their phonic knowledge by sound blending. <b>Set 1 Group C</b></p>	<p><b>Voice Sounds</b></p> <p><b>Phonic Sounds: RWI Differentiated groups</b> Read words/sentences consistent with their phonic knowledge by sound blending. <b>Ditty Group</b></p>	<p><b>Phonic Sounds: RWI Differentiated groups</b> Read words/sentences consistent with their phonic knowledge by sound blending. <b>Red Group</b></p>	<p><b>Phonic Sounds: RWI Differentiated groups:</b> Read words/sentences consistent with their phonic knowledge by sound blending. <b>Green Group</b></p>	<p><b>Phonic Sounds: RWI Differentiated groups</b> Read words/sentences consistent with their phonic knowledge by sound blending. <b>Green/Purple Group</b></p>
<p><b>WRITING</b></p> <p>Texts may change due to children's interests.</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter sound correspondence</p> 	<p><b>Texts as a stimulus:</b> Leaf thief The Very Helpful Hedgehog The Colour Monster</p> <p>Drawing club – children to draw a picture of the character, setting or adventure</p> <p><b>Name writing</b></p> <p><b>Texts as a stimulus:</b> Transition/Starting school Our Very Own House</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks. Name writing. Writing initial sounds.</p>	<p><b>Texts as a stimulus:</b> We are going on a Bear Hunt The Gruffalo</p> <p>Drawing club – children to draw a picture of the character, setting or adventure</p> <p><b>Name writing</b></p> <p><b>Texts as a stimulus:</b> The three little pigs The Jolly Christmas Postman</p> <p>Writing initial sounds/words</p>	<p><b>Texts as a stimulus:</b> Oi Dog, Oi Cat, Oi Frog The Very Hungry Caterpillar Dear Zoo</p> <p>Drawing club – children to draw a picture of the character, setting or adventure</p> <p><b>Name writing</b></p> <p><b>Texts as a stimulus:</b> Our Very Own Dog What the ladybird heard</p> <p>Writing words/simple captions.</p>	<p><b>Texts as a stimulus:</b> Supertato Jack and the beanstalk</p> <p>Drawing club – children to draw a picture of the character, setting or adventure</p> <p><b>Name writing</b></p> <p><b>Texts as a stimulus:</b> Bog Baby Jasper's Beanstalk</p> <p>Writing captions and phonetically plausible sentences.</p>	<p><b>Texts as a stimulus</b> The Naughty Bus Whatever Next</p> <p>Drawing club – children to draw a picture of the character, setting or adventure</p> <p><b>Name writing</b></p> <p><b>Texts as a stimulus:</b> Maps Beegu</p> <p>Writing phonetically plausible sentence including some red words</p> <p>⋮</p>	<p><b>Texts as a stimulus:</b> Sharing a shell</p> <p>Drawing club – children to draw a picture of the character, setting or adventure</p> <p><b>Name writing</b></p> <p><b>Texts as a stimulus:</b> Pirate Pete: talk like a pirate</p> <p>Writing sentences using punctuation.</p>

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<b>MATHS</b>    	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 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> , 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Number Rhymes and song, colours sorting and pattern, Counting  <u>Getting to know you</u> Opportunities for settling in, introducing areas of provision and getting to know the children.  <u>Just like me</u> Number Match and sort Compare amounts Measure, shape and spatial thinking Compare size, mass and capacity Exploring pattern	Number Rhymes and songs, size, counting principles and comparing counting <u>It's me, 1, 2, 3!</u> Number Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Measure, shape and spatial thinking Circles and triangles Positional language  <u>Light and Dark</u> Number Representing numbers to 5 One more and one less Measure, shape and spatial thinking Shapes with 4 sides Time	Number Rhymes and song, Number 1,2 and 3 counting <u>Alive in 5!</u> Number Introducing zero Comparing numbers to 5 Composition of 4 & 5 Measure, shape and spatial thinking Compare Mass (2) Compare Capacity (2)  <u>Growing 6,7,8</u> Number 6, 7 & 8 Making pairs Combining 2 groups Measure, shape and spatial thinking Length & Height Time	Number Rhymes and song, Recap 1,2,3 Number 4 and 5 counting <u>Building 9 and 10</u> Number 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, shape and spatial thinking 3D-shape Pattern (2)  <u>Be in charge of me</u>	Number Rhymes and song, Shapes, My day length and height Counting <u>To 20 and beyond</u> Number Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning (1) Match, Rotate, Manipulate  <u>First Then Now</u> Number Adding More Taking Away Spatial Reasoning (2) Compose and Decompose	Number Rhymes and song, weight, capacity positional language Counting <u>Find my pattern</u> Number Doubling Sharing & Grouping Even and Odd Spatial Reasoning (3) Visualise and Build  <u>On the move</u> Number Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping

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UNDERSTANDING THE WORLD	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					

	<p>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>				
<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Lincolnshire life Museum boxes</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postal workers. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Celebrations Lincolnshire life Museum boxes</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants. Lincolnshire life Museum boxes</p>	<p>Trip to the allotments (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing housing? Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots</p>	<p>Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in his country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>	<p>To understand where Dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children Communicate their understanding of their own environment and contrasting environments through conversation and in play. Lincolnshire life Museum boxes</p>

				Lincolnshire life Museum boxes	Can children differentiate between land and water? Take children to places of worship and places of local importance to the community. Lincolnshire life Museum boxes	
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EYFS LONG TERM PLAN 21-22						
GENERAL THEMES	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	All About Me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	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 develop					
	SINGING / MUSIC / COLOUR MIXING / ROLE-PLAY / SMALL WORLD / CREATIVE AREA / IWB CHILDREN TO EXPLORE COLOUR, TEXTURE, FORM AND FUNCTION THROUGHOUT THE YEAR -LINK TO FAMOUS ARTISTS/ART WORK					
	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.	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats. Listen to music and make their own dances in response. Castle models Firework pictures – different techniques/media	Printing – potato, mono, sponge Animal prints Designing homes for hibernating animals. Collage owls Symmetrical butterflies Animal masks. Animal hats Chinese New Year – dragon, making lanterns, Chinese writing, puppet	Scarecrow. Collage-farm Making houses. Pastel drawings, printing Observational drawings/paintings – fruit/vegetables Patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it. Encourage children to create their own music. Junk modelling, houses, bridges boats and transport.	Sand pictures Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows/theatre Salt dough fossils Water pictures, collage Making passports. Underwater pictures. Father's Day Crafts Beach bottle Sand pit in the C/Y

	<p>Exploring sounds and how they can be changed. Tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Emojis Transient art - faces Masks/hats/costume (talent show) Mini mes Leaf pictures</p>	<p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems Rangoli patterns Diva lamps - clay Story maps Role Play – The Nativity Poppies – wreaths/individual designs Props/puppets to support role-play/small world play Transient art – fireworks Clay faces – witch</p>	<p>making, Chinese music and composition Shadow Puppets Transient art – insects Clay hedgehog Jungle themed rain-sticks Make a habitat Make insects Animal trail Collaborative piece</p>	<p>Artwork themed around Eric Carle / The Seasons – Art Mini garden / fairy garden Andy Goldsworthy</p>	<p>Exploration of other countries – dressing up in different costumes. Creating space pictures Maps Flags</p>	
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NURSERY - for the end of the year - Holistic / best fit Judgement!						
COMMUNICATION AND LITERACY	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' question, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>o print has meaning</li> <li>o print can have different purposes</li> <li>o we read English text from left to right and from top to bottom</li> <li>o the names of the different parts of a book</li> <li>o page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>o spot and suggest rhymes</li> <li>o count or clap syllables in a word</li> <li>o recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own lifeworld and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p>



<p>Develop their communication, but may continue to have problem with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying:</p> <ul style="list-style-type: none"> <li>o Some sounds: r,j,,th,ch, and sh</li> <li>o Multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver".</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," –with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>
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		Make healthy choices about food, drink, activity and toothbrushing.		<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>		Play instruments with increasing control to express their feelings and ideas.
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### Observation Checkpoint

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPEMNT
<p><b>Around the age of 4:</b></p> <p>Is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like icecream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>	<p><b>Around the age of 4:</b></p> <p>Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties</p>	<p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>

### Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

COMMUNICATION AND LITERACY	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPEMNT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
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<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and how an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; -</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, Including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Explore the natural world around them, making observations and</p>	<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role-playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
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	Show sensitivity to their own and to others' needs.		Write simple phrases and sentences that can be read by others.		<p>drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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