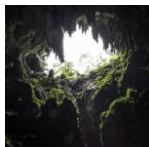


Early Years Long Term Plan

	<u>Autumn 1</u> 7 weeks	<u>Autumn 2</u> 7 weeks	<u>Spring 1</u> 5.5 weeks	<u>Spring 2</u> 6 weeks	<u>Summer 1</u> 7 weeks	<u>Summer 2</u> 7 weeks
Cornerstones Projects	Let's Explore 	Starry Night 	Dangerous Dinosaurs 	Marvellous Machines 	Ready Steady Grow 	On the Beach 
Companion projects	Build it Up 	Sparkle and Shine 	Puddles and Rainbows 	Puppets and Pop Ups 	Creep, Crawl and Wriggle 	Moving On 
Engage	Local Walk	Pantomime	Dino Wow Day	Marvellous Machine Breakfast	Gardening Day	Beach Day
Express	-	Bedtime Day	-	Tractor Visitor	Pony Visit Zoo Visit Class Assemblies	Pirate Day

Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree	Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and	<u>Listening, Attention and Understanding</u> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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.
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	with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	organise thinking and activities. Explain how things work and why they might happen. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying	
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		attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
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PSED - through project and continuous provision and every day routine/classroom environment (also see 1 Decision planning)	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. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	See themselves as a valuable individual. 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.	<u>Self-Regulation</u> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
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PSHE - 1 Decision	<u>Class Values</u> Identify the British values and significance of that person. <u>Pink Goes to School</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>Pink Misses Mummy</u> Be confident to try new activities and show independence, resilience and perseverance in	<u>Orange brushes her teeth</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Blue learns to share</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>Yellow's Bedtime</u> Explain the reasons for	<u>Blue Explores Road Safety</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Pink's Screen Time</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Red's Hearing Aid</u> To be able to show an understanding of their own feelings and those of others, and begin to regulate their	<u>Blue's Best Friend</u> To work and play cooperatively and take turns with others. <u>Orange Sleeps Over</u> To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <u>Red Visits the Dentist</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food	<u>School Council Elections</u> To present and/or vote in the class democratic elections for the school councillor and eco councillor. <u>Orange Moves House</u> To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>Rainbow's Food Journey</u> To explain some similarities and differences between life in this country and	<u>Purple's Pet Bird</u> To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <u>Yellow Learns about Germs</u> To manage their own basic hygiene and personal needs. <u>Rainbow Visits the Seaside</u> To manage their own basic hygiene and personal needs. <u>Red Goes Swimming</u> To be confident to try new
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	the face of challenge. <u>Yellow wants to play with Orange</u> Form positive attachments to adults and friendships with peer. <u>Red Needs the Toilet</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	rules, know right from wrong and try to behave accordingly. <u>Yellow Play Fights</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Why does Purple Play Differently?</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.	behaviour accordingly. <u>Green Gets Glasses</u> Shows sensitivity to their own and to others need. <u>Purple is Poorly</u> To talk about the lives of the people around them and their roles in society.	choices. <u>Blue's Indoor Voice</u> To explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Purple Watches the News</u> To know the importance of talking to a trusted adult and sharing our feelings if we are worried.	life in other countries. <u>Rainbow Helps at Home</u> To know some of the things they can do to contribute to help around the home. <u>Blue Gets Lost</u> To know the action to take if lost in a public place.	activities and show independence, resilience and perseverance in the face of challenge. <u>Green is Moving Up</u> To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
PSHE - Making Me	<u>Caterpillar Club Sad.</u> To be able to	<u>Caterpillar Club - Loved</u> To be able to	<u>Caterpillar Club - Angry</u> To be able to	<u>Caterpillar Club - Happy</u> To be able to	<u>Caterpillar Club - Okay</u> To be able to	<u>Caterpillar Club - Excited</u> To be able to

	identify today's feeling and know why someone may be feeling that way. Make suggestions on how to manage the feeling.	identify today's feeling and know why someone may be feeling that way. Make suggestions on how to manage the feeling.	identify today's feeling and know why someone may be feeling that way. Make suggestions on how to manage the feeling.	identify today's feeling and know why someone may be feeling that way. Make suggestions on how to manage the feeling.	identify today's feeling and know why someone may be feeling that way. Make suggestions on how to manage the feeling.	identify today's feeling and know why someone may be feeling that way. Make suggestions on how to manage the feeling.
PD	Squiggle While You Wiggle Use core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for	Squiggle While You Wiggle Handwriting through ELS (Phase 2 letters) Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health	Dough Disco Handwriting through ELS (Phase 3 letters) Further develop the skills they need to manage the school day successfully; lining up and queuing, mealtimes, personal hygiene. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all	Dough Disco Handwriting through ELS (Phase 3 letters) Know and talk about the different factors that support their overall health and wellbeing including sensible amounts of screen time, and being a safe pedestrian	Consolidation of letter formation through ELS (Phase 4) Demonstrate strength, balance and coordination when playing.	Consolidation of letter formation through ELS (Phase 4) Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.

	drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use a range of small tools, including scissors, paintbrushes and cutlery.	and wellbeing including having a good sleep routine Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.	cases.			
PE	<u>First PE</u> Be increasingly independent as they get dressed and undressed. Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Progress towards a more fluent style of moving, with developing control and grace.	<u>Imagine PE</u> Be increasingly independent as they get dressed and undressed. Revise and refine the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Progress towards a more fluent style of moving, with developing control and grace.	<u>Gymnastics</u> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside.	<u>Dance</u> Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside.	<u>Ball Skills through Tennis/Athletics</u> 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.	<u>Ball Skills</u> 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. Negotiate space and obstacles

	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.			Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Literacy - ELS	Baseline Assessments and Phase 1 phonics	Phase 2 Assessments	Phase 3 (Grouped phonics) Assessments	Phase 3 Consolidation (Grouped Phonics) Assessments	Phase 4 (Grouped Phonics) Assessments	Phase 4 (Grouped Phonics) Assessments Phase 5
Key Texts	Rhyme Nursery Rhymes Little Red Riding Hood	Narrative Peace at last Instructions How to brush your teeth	Narrative Owl Babies	Information texts All about Dinosaurs Poetry Machine poems	Narrative The Enormous Turnip Recipe Recipe for soup	Rhyme The Rainbow fish Narrative The story of pirate Tom Information text All about me/transition

		Lists Christmas Lists				
Literacy - Writing (See TfW overviews for more detail)	Use some of their print and letter knowledge in their early writing Develop phonological awareness Write some or all of their name. Write some letters accurately.	Form capital and lowercase letters correctly. Spell words by identifying the sound and then writing the sound. Read individual letters by saying the sounds for them. Blend sounds into words. Read a few harder to read and spell words.	Form capital and lowercase letters correctly. Write short sentences with words with known letter sound correspondences.	Read words consistent with their phonics knowledge Write recognisable letters - most of which are correctly formed Spell words by identifying sounds and the correct letters to represent them Say a sound for each letter in the alphabet and at least 10 digraphs. Write simple phrases and sentences that can be read by others.		
White Rose Maths	Week 3/4 - Match, sort and compare Week 5/6 - Talk about measure and patterns Week 7 It's me 1,2,3	Week 8 - It's me 1,2,3 Week 9 - Circles and Triangles Week 10/11 - 1,2,3,4,5 Week 12 Shapes with 4 sides	Week 1/2 - Alive in 5 Week 3 - Mass and capacity Week 4/5 - Growing 6, 7, 8 Week 6/7 - Length, height and time	Week 8/9/10 - Building 9 and 10 Week 11/12 - Explore 3D shapes	Week 1/2 - To 20 and beyond Week 3 - How many now? Week 4/5 - Manipulate, compose and decompose	Week 6/7 - Sharing and grouping Week 8/9/10 - Visualise, build and map Week 11 - Make connections Week 12 - Consolidation

Financial Education	<u>Recognising Coins and using Money</u> • Role play	<u>Choices about spending</u> • Role play • Money in Maths lessons • Teacher questioning	Choices about saving Keeping Money Safe <u>Feelings about money</u> • Role play • Money in Maths lessons • Teacher questioning
EAD	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their	<u>Creating with materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.		feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	
UW	Use all their senses in hands-on exploration of natural materials.	Show interest in different occupations. Continue to develop positive attitudes about	Compare and contrast characters from stories, including figures from the past.	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	the differences between people. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <u>The World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Draw information from a simple map.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.				
RE (Bedfordshire syllabus)	Why is the word 'God' so important to	Why is Christmas special for Christians?	Being Special, where do I belong?	Why is Easter Special for Christians?	Which places are specially valued? Church	Which stories are specially valued?

	Christians?	Which stories are specially valued? Diwali	Christian Muslim Hindu		Mosque Synagogue Temple	Christian- David, Ruth Jesus friendship- Zacchaeus.
Parent Engagement	Parents Evening	Christmas Songs - 2 performances Phonics Workshop Interim Reports	Dinosaur presentation Maths Workshop	Parents Evening Interim Reports	Class assembly COEL Workshop	Meet the teacher End Of Year Reports
Transition / Readiness for Y1	Home visits week 1 Part time staggered start week 2 All in week 3	Pantomime with Westfield Nursery	Westfield Nursery attend a performance by children	Sing songs to Westfield Nursery and Westfield perform.	Year 1 staff come into class to read a story Year 1 moderation with EYFS staff Beecroft staff meet Westfield staff for transition meeting	EYFS lunch time on main playground July - Transition days Half day transition days for next cohort