

EYFS Long Term Planning

General overview of the long term plan

Implementation	For the implementation of the EYFS curriculum, please refer to our medium-term planning and individual lesson plans. For literacy and maths long-term planning please refer to individual long-term planning documents.					
Prime Areas	The core strands of PSED, CL, PD and the coverage of Lit and Maths flow through English, Phonics and Maths sessions. PSED, collective worship and speech and language programmes all provide further opportunities. Enhancements for these areas in the environment are planned based on the progression maps but most importantly are adapted to our children’s individual needs dependent on the cohort. We look for teachable moments and use questioning for metacognition in our day to day practice.					
	<i>3- and 4-year olds (expected) Children in Reception (emerging)</i>		<i>Children in Reception (emerging - expected) ELG (emerging)</i>		<i>Children in Reception (expected) ELG (emerging – expected)</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Texts:	<p>Each Peach Pear Plum (F) We’re Going on a Bear Hunt (F) The Squirrels who Squabbled (fic mirrors)</p> <p>Nursery rhymes are woven into the day. This is to develop oracy skills. This is also reflected in Music sessions. Rhymes from Each Peach Pear Plum – Nursery rhyme basket / bag.</p>	<p>Farmer Duck (mirrors) Nativity (windows) The Jolly Christmas Postman (mirrors)</p> <p>Christmas songs are learnt for a production: Oracy opportunities</p>	<p>Lost and Found (windows) Who lives in the snow? (NF windows) Handa’s Hen (windows)</p>	<p>The Enormous Turnip (windows) Life cycle non-fiction. Caterpillar to Butterfly (windows) Jasper’s Beanstalk (windows) The Hungry Caterpillar (windows)</p> <p>Easter songs are learnt this half term (oracy)</p>	<p>Poetry (oracy) Spring poem (windows) Creation Story (mirrors) What the Ladybird Heard (windows)</p>	<p>Billy’s Bucket (Windows) Rainbow Fish (windows) Tiddler (windows)</p>
Intentions (Why we have chosen our themes as starting points)	<p>So we develop our class and school culture. (cultural capital) (British Values: democracy/rule of law)</p> <p>So we help children to feel valued as individuals within our class team. (British Values: individual liberty)</p>	<p>To promote our rural, farming setting. To value children’s locality.</p> <p>To ensure children have experienced traditional stories. (historically poor on baseline)</p> <p>To provide engaging opportunities for gross</p>	<p>So that we can use the natural season to explore scientific concepts.</p> <p>To explore cultures around the world personal to the children in our class. (British Values: tolerance)</p>	<p>So that we make best use of the season for growing and changing – lifecycles.</p> <p>To promote the Easter story as important within our church school context. Church School Value:</p>	<p>To develop our understanding of our local area.</p> <p>To explore where we sit within the wider world. (cultural capital) Church School Value: Forgiveness</p>	<p>To introduce children to the nearby Lincolnshire coastline. (historically the cohorts have not experienced the seaside) (cultural capital)</p>

	<p>So we explore our context and the impact the RAF has on our school family. (cultural capital)</p> <p>To develop children's knowledge of traditional songs (this has historically been poor at baseline) (cultural capital)</p> <p>Church School Value: Friendship. To promote the building of friendships within the class.</p>	<p>and fine motor through creating (historically poor at baseline)</p> <p>Church School Value: Perseverance To promote perseverance when creating and trying something new.</p>	<p>Church School Value: Compassion To promote compassion for others and develop an understanding of their lives.</p>	<p>Thankfulness To promote thankfulness for new life and creation.</p>	<p>To promote forgiveness for our misunderstandings of others and theirs of us.</p>	<p>To explore how the seaside has changed over time to give context to our place in history.</p> <p>Church School Values: Truthfulness To explore the idea of truthful people and people who may not tell the truth (explore pirate codes etc.)</p>
Hooks	<p>St Michael's Day celebration. Lincolnshire day celebration.</p>	<p>Farm Park visit Christmas celebration.</p>	<p>Natural weather opportunities. Little City Role Play Experience</p>	<p>Chicks/caterpillar/frogspawn</p>		<p>Skegness Aquarium Trip</p>

Literacy long term plan

“We teach reading to develop the specific skills required to enable the pupils to enjoy books and, through a wide range of texts, give them the opportunity to explore new ideas, visit new places, meet new people and understand other cultures.”

“We teach writing to enable pupils to communicate effectively in the written form and to enjoy being able to express themselves in both a factual and imaginative way.”

Our literacy curriculum works through the non-statutory statements within the Development Matters and Birth – 5 Matters documents.

Communication and Language Early Learning Goal

These areas are embedded across all aspects of interaction with children. We use practitioner knowledge of Blank levels, Blooms and speech and language progressions to draw out within lessons and play. Opportunities for whole class discussion are woven throughout the curriculum and lessons.

Listening, attention and understanding:

- 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.

Speaking:

- 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.

Literacy Early Learning Goal

Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

- Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Physical Development Early Learning Goal

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing.
- Using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Area of Learning	3 and 4-year olds (secure) Children in Reception (emerging)		Children in Reception (emerging - secure) ELG (emerging)		Children in Reception (secure) ELG (emerging – secure)	
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Curriculum links	PSED, UW, MF&B, C&L, EAD	UW,R.E, PSED, LA and speaking, EAD	<i>UW – natural world, past and present, people culture and communities.</i>	PSED, MF&B, UW, C&L, EAD	C&L, PSED, UW, R.E, EAD	PSED, UW, C&L

<p>Literacy</p> <p>COMPREHENSION</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • Listens to, enjoys and discusses a range of books. • Hold a book correctly, handle with care and turn pages from front to back. • Recognises and names different parts of a book including: the front and back cover; page sequencing. • Know that print carries meaning and in English, is read from left to right and top to bottom. • Know the difference between text and illustrations. • Enjoys joining in with rhyme, songs and poems. • Join in with repeated refrains and key phrases. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. • Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences. • Looks at book independently and knows that we read from left to right and top to bottom. • Uses vocabulary which is influenced by the books they read. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Predict and anticipate key events based on illustrations, story content and title. • Understand the structure of a non-fiction book is different to a fiction book. • Describes main story settings, events and principal characters in increasing detail. • Re-enacts and reinvents stories they have heard in their play. • Knows that information can be retrieved from books, computers and mobile digital devices. • Is able to recall and discuss stories or information that has been read to them. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Retell stories in the correct sequence, draw on language patterns of stories. • Say how they feel about stories and poems, what parts of the story they liked or disliked. • Can identify favourite characters, events, or settings and why. • Independently access the features of a non-fiction book. • Play influenced by experience of books. • Re-enacts and reinvents stories they have heard in their play. • Innovate a well-known story with support. • Vocabulary is influenced by the books they read. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Correctly sequence a story or event using pictures and/or captions. • Retell a story in their own words. • Respond to questions about how and why something is happening. • Predict what will happen next in a story and explain why. • Know the difference between different types of texts (fiction, nonfiction, poetry) • Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations. • Vocabulary is influenced by the books they read. 	<p>Comprehension:</p> <ul style="list-style-type: none"> • Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and uses appropriate vocabulary. • Innovate a known story independently. • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • Predict what will happen next in a story. • Talk about themes of simple texts. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves.
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<p>Literacy</p> <p>WRITING</p> <p>Emergent writing</p> <p>Composition</p> <p>Spelling</p> <p>Handwriting</p> <p>Example writing</p>	<p>Transcription</p> <ul style="list-style-type: none"> Develop listening and speaking skills in a range of contexts. Aware that print communicates meaning. Give meaning to marks they make, draw and paint. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Uses some of their letter and print knowledge in early writing. Creates “secret symbols”. <p>Composition:</p> <ul style="list-style-type: none"> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. <p>Spelling:</p> <ul style="list-style-type: none"> Orally segment sounds in simple words in line with their phonics knowledge. Write their name copying it from a name card or try to 	<p>Transcription</p> <ul style="list-style-type: none"> Imitates adult’s writing. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Uses some of their letter and print knowledge in early writing. Write all of their name. Writes some recognisable letters and symbols. Begins to break the flow of speech into words. Write letters and strings, sometimes in clusters like words. Beginning to write labels. <p>Composition:</p> <ul style="list-style-type: none"> Orally segment VC and CVC words and hold them in memory before attempting to write it. Orally compose a sentence and hold it in memory before attempting to write it consistent with their phonics knowledge. <p>Spelling:</p>	<p>Transcription</p> <ul style="list-style-type: none"> Use appropriate letters for initial sounds. Enjoys creating text to communicate meaning e.g. cards, tickets, lists, invitation. Gives meaning to the marks they write. Breaks the flow of speech into words. Start to segment simple VC and CVC words. Beginning to write in sequence. Can write simple captions and labels. Beginning to write simple sentences. <p>Composition:</p> <ul style="list-style-type: none"> Orally compose a caption and hold it in memory before attempting to write it. Orally segment VC and CVC words before writing them. Begins to write simple sentences with support. <p>Spelling:</p> <ul style="list-style-type: none"> Spell to write VC and CVC words independently using phonics knowledge. 	<p>Transcription</p> <ul style="list-style-type: none"> Build words using letter sounds in writing. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Enjoys creating texts to communicate meaning such as making greetings cards, tickets, lists, invitation. Can use their phonics knowledge to write CVC words independently. <p>Composition:</p> <ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it. Use talk to organise describe events and experiences. Writes a simple sentence with support. Re-read what they have written to check that it makes sense. <p>Spelling:</p> <ul style="list-style-type: none"> Spell to write VC, CVC and CVCC words independently and 	<p>Transcription</p> <ul style="list-style-type: none"> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Creates their own stories and books with images and sometimes with words, in print and digital formats. <p>Composition:</p> <ul style="list-style-type: none"> Orally compose a sentence and hold it in memory before attempting to write it. Beginning to write more than one sentence in their work. Write a sentence with a full stop, finger spaces and capital letter. Re-read what they have written to check that it makes sense. <p>Spelling:</p> <ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Spells most irregular common words 	<p>Transcription</p> <ul style="list-style-type: none"> Creates their own stories and books with images and sometimes with words, in print and digital formats. Show awareness of the different audience for writing. Writes sentences with words with known letter-sound correspondences using a capital letter, finger spaces and full stop. <p>Composition:</p> <ul style="list-style-type: none"> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written. Re-read what they have written to check that it makes sense. <p>Spelling:</p> <ul style="list-style-type: none"> Spell words by drawing on
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write it from memory.

Handwriting:

- Know that print carries meaning and in English, is written from left to right and top to bottom.
- Draws lines and circles.

Example writing:

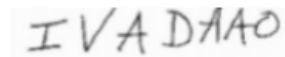
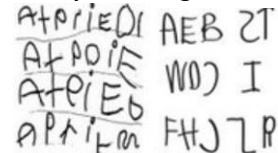


- Writes the initial sound in some words.
- Some children will be able to spell VC and CVC words by identifying the sounds.
- Writes own name.

Handwriting:

- Form letters from their name correctly.
- Beginning for form some lower-case letters.

Example writing:



Initial sounds

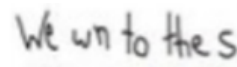
Beginning to write some tricky words and CVC words. Uses initial sounds to communicate meaning.

- Beginning to spell some irregular common words consistent with their phonics knowledge.

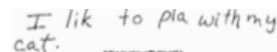
Handwriting:

- Writes with a dominant hand.
- Write from left to right and top to bottom. Forms lower-case letter accurately and beginning to form capital letters.
- Beginning to use finger spaces in their writing.

Example writing:



(we went to the store)
Beginning to use initial sounds in sentences



Beginning to use finger spaces and spelling CVC and tricky word accurately

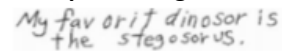
consistent with their phonics knowledge.

- Spell some irregular common (tricky) words consistent with their phonics knowledge.
- Beginning to spell words with two syllables.

Handwriting:

- Form lower-case and capital letters correctly.
- Holds a pencil effectively to form recognisable letters.
- Recognises that we need a finger space between each new word.
- Recognises a full stop goes at the end of a sentence.

Example writing:



A child hears the beginning, middle and end sounds.

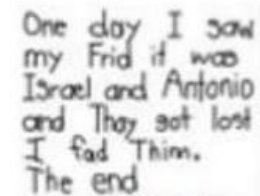
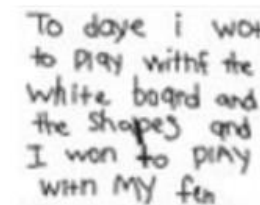
which are consistent to their phonics knowledge correctly.

- Make phonetically plausible attempts when writing more complex unknown words.
- Spells words which have two syllables.

Handwriting:

- Form most lower-case and upper-case letters correctly.
- Includes spaces between words.
- Includes full stops at the end of sentences.
- Writes sentences which can be read by other people.

Example writing:



Whole sentence writing begins and secures.

knowledge of known grapheme correspondences.

- Make phonetically plausible attempts when writing more complex unknown words.
- Spells words with two syllables.
- Spell irregular common words consistent with their phonics knowledge independently.

Handwriting:

- Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
- Uses finger spaces and full stops accurately in their work.
- Their work can be read by others.

Example writing:

To daye i wot
to play with the
white board and
the shapes and
I won to play
with my fen

One day I saw
my Frid it was
Israel and Antonio
and They got lost
I sad Tim.
The end

Whole sentence writing
begins and secures.

Maths long term plan

“We teach maths to develop independent, reflective problem solvers who can apply mathematical logic to everyday life experiences.”

Our maths curriculum follows the White Rose Maths scheme of learning. We have chosen to implement shape, space and measure within our curriculum as this is an area which, historically, cohorts have found challenging. The curriculum moves through the non-statutory statements within Development Matters and Birth-to-5 Matters to provide children with opportunities to build on their prior knowledge, secure their understanding and meet early learning goals.

Maths Early Learning Goal

Numbers:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Number pattern:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Jenny Cook Curriculum	Please see the Maths Long Term Planning for the breakdown each term.					
Development matters a and Birth-to-5 matters statements.	<ul style="list-style-type: none"> ○ Subitise (R). ○ Show ‘finger numbers’ up to 5 (3&4). ○ Link numerals and amounts (3&4). ○ Links numerals to amounts (3&4). ○ Experiment with own symbols and marks as well as numerals (3&4). 	<ul style="list-style-type: none"> ○ Can talk about and explore 2D shapes (3&4). ○ Understands and uses positional language (3&4). ○ Subitise (R). ○ Link number symbol with its cardinal value (R). ○ Compare numbers (R). 	<ul style="list-style-type: none"> ○ Compare numbers (R). ○ Link number symbol with its cardinal value (R). ○ Explore the composition of numbers to 10 (R). ○ Link number symbol with its cardinal value (R). 	<ul style="list-style-type: none"> ○ Link numeral with cardinal value (R). ○ Recall some number bonds to 10 (ELG). ○ Compare numbers (R). ○ Explore the composition of numbers to 10 (R). ○ Can compose and decompose shapes (R). 	<ul style="list-style-type: none"> ○ Count beyond 10 (R). ○ Recognises the pattern of counting system (ELG). ○ Verbally count beyond 20, recognising the pattern of the counting system (ELG). ○ Select, rotate and manipulate shapes in order to develop 	<ul style="list-style-type: none"> ○ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG). ○ Automatically recall number bonds up to 5 and some number bonds to 10, including double facts (ELG).

		<ul style="list-style-type: none"> ○ Explore the composition of numbers to 10 (R). ○ Matches numeral with a group of items to show how many there are. ○ Uses spatial language. ○ Uses simple analogies and mathematical terms to describe shapes. 	<ul style="list-style-type: none"> ○ Compare length, weight and capacity (R). ○ Subitise to 5 (ELG). ○ Can compose and decompose shapes (R). ○ Matches numeral with a group of items to show how many there are. ○ Uses simple analogies and mathematical terms to describe shapes. ○ Becomes familiar with measuring tools in everyday experiences and play. 	<ul style="list-style-type: none"> ○ Automatically recall number bonds (R). ○ Matches numeral with a group of items to show how many there are. 	<ul style="list-style-type: none"> ○ spatial reasoning skills (R). ○ Investigates turning and flipping objects in order to make shapes fit and create models. 	<ul style="list-style-type: none"> ○ Select, rotate and manipulate shapes in order to develop spatial reasoning skills (R). ○ Uses own ideas to make models of increasing complexity.
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Key mathematics principles to be included across the year	
Subitising	Subitising (recognising quantities without counting) numbers to 5
1:1 counting principle	Touching or moving each item as it is being counted.
Cardinal principle	Understanding that the final number tells us how many there are in total.
Counts objects, actions and sounds.	Introduce in all lessons from Autumn 1 .
Counting to and back from 10	Introduce in Autumn 1 .
Number bonds to 5	Begin after Spring 1 after all numbers to 5 (including 0) have been explored.
Number bonds to 10	Begin after Spring 2 after all numbers to 10 have been explored.
Counting to 20 and beyond	Begin counting beyond 20 in Summer 1 after exploring pattern of counting system.

Understanding the world long term plan

Understanding the World Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- 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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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Who are you?	Can you make crazy creations and marvellous music?	Why is it cold outside?	Can you join us for story time? (Chicks)	Where in the world is important to you?	Shall we go to the seaside?
Past and Present (History focus)	<ul style="list-style-type: none"> • To understand I have a personal history. 	<ul style="list-style-type: none"> • To use comparative language to 	<ul style="list-style-type: none"> • To notice the changing seasons over time. 	<ul style="list-style-type: none"> • To know that plants and animals grow and 	<ul style="list-style-type: none"> • To look at how Coningsby has changed. (ELG point 3) 	<ul style="list-style-type: none"> • To explore and compare how we have changed over

	<ul style="list-style-type: none"> To begin to use comparative language – me as a baby compared to me now. To speak about family members and facts about them. To explore who St. Michael was and why he is important to us. (St. Michael's Day) <p>History skills: Time is sequential. We change over time.</p>	<ul style="list-style-type: none"> To use past tense verbs when speaking To learn about the people who help us (ELG point 3 intro) To explore the story of Amelia Earhart and her influence on flying now. (RAF link) There are days of the week which repeat. People have celebrated Christmas differently in the past. <p>History skills: There are key words and vocabulary associated with time passing</p> <p>That events and celebrations take place at specific points in the year</p>	<ul style="list-style-type: none"> To observe organic decay/growth over time. To compare our experience of winter holidays and the different ways people have celebrated in the past. <p>History skills: The passage of time changes the world around us.</p> <p>That events and celebrations take place at specific points in the year.</p>	<p>change over time.</p> <ul style="list-style-type: none"> To know that people have celebrated Easter differently in the past <p>History skills: The passage of time changes the world around us.</p> <p>That events and celebrations take place at specific points in the year.</p>	<ul style="list-style-type: none"> To explore a country and some of its history (special to a member of the class). To explore how we respond to changes. <p>History Skills: To know our responses to the passage of time – what we wear and do.</p>	<p>our year in Reception.</p> <ul style="list-style-type: none"> To explore pirates of the past and their ships. To look at fossils of sea creatures and compare them to now. <p>History skills: That the passage of time changes the world around us.</p>
<p>Development Matters Links</p>	<p>Age Band 3-4: Begin to make sense of their own life story and family's history Show interest in different occupations.</p> <p>Age Band Rec: Talk about members of their community and family.</p>		<p>Age Band Rec: Comment on images of familiar situations in the past Compare and contrast figures from the past.</p>			

	Name and describe people who are familiar.					
	Who are You?	Can you make crazy creations and marvellous music? Christmas RAF visitor/visit	Why is it cold outside? Polar Bear Son	Can you join us for story time? (Chicks) Easter	Where in the world is important to you?	Shall we go to the seaside?
People Culture and Communities (Geography: Village/Country/World, Places far away, Our world)	<ul style="list-style-type: none"> To begin to understand our school culture. To explore our local church. To begin to develop a sense of place – Coningsby in relation to the country. R.E: Please see whole school LTP	<ul style="list-style-type: none"> To explore and compare how people celebrate Christmas differently. Our class traditions and the differences. To understand our context of our RAF community. (Amelia Earhart links) R.E: Please see whole school LTP	<ul style="list-style-type: none"> To explore life and culture of people who live in the cold (Polar Bear Son fiction text hook) Natural World link To contrast the polar region with life in a hot country. (life and culture for Youdson - school Compassion child) Natural world link R.E: Please see whole school LTP	<ul style="list-style-type: none"> To explore and compare how people celebrate Easter differently around the world. To explore the cultural traditions of a class member. R.E: Please see whole school LTP	<ul style="list-style-type: none"> To explore maps and their meanings. To explore maps of the school and Coningsby. To create our own maps of our village. R.E: Please see whole school LTP	<ul style="list-style-type: none"> To explore the lives of people who live on boats in the UK. (pirates link) To explore where we can sail to in the world. (Where is Coningsby in relation to the world). R.E: Please see whole school LTP
Development Matters Links	Age Band 3-4: Show interest in different occupations. To develop positive attitudes towards differences between people. To know that there are different countries in the world and talk about the differences.		Age Band Rec: To draw information from a simple map. To understand some places are special to members of the community. To recognise that people have different beliefs and celebrate special times in different ways. Recognise differences between life in some countries and others. Recognise some environments that are different to the ones in which they live.			
	Who are You? Tattershall Visit	Can you make crazy creations and marvellous music? Christmas	Why is it cold outside? Polar Bear Son	Can you join us for story time? (Chicks) Easter	Where in the world is important to you?	Shall we go to the seaside?

		RAF visitor/visit				
<p>The Natural World (Science focus) (Mystical Garden focus)</p> <p>To cover: Outside world Living things Senses States of Matter Forces</p>	<ul style="list-style-type: none"> To explore how we grow and change. To explore what we need to grow To explore materials and their properties. To explore magnetism. 	<ul style="list-style-type: none"> To explore how shadows are made (Christmas lights) To explore my 5 senses. To investigate how I use my sense to explore the world. 	<ul style="list-style-type: none"> To explore how the seasons change. To investigate melting and freezing. To make observations of polar plants and animals. To make observations of African animals. 	<ul style="list-style-type: none"> To explore how animals change and grow. (chick, frog, butterfly) 	<ul style="list-style-type: none"> Forces <i>Pushing</i> <i>Pulling</i> Floating Sinking 	<ul style="list-style-type: none"> To compare what I am like now To explore floating and sinking. To make observations and drawings of seaside objects and animals.
<p>Development Matters links</p>	<p>Age Band 3-4: Use sense in hands on exploration of materials. Explore collections of materials Vocabulary of Materials Explore how things work Explore and talk about different forces.</p>		<p>Age band 3-4: Plant seeds and care for plants. Understand key features of plant and animal life cycle. Begin to respect and care for natural environment. (also covered in RE)</p> <p>Age Band Rec: Explore the natural world Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons.</p>			

Expressive art and design long term plan

Expressive Art and Design Early Learning Goals

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

	3- and 4-year olds (expected) Children in Reception (emerging)		Children in Reception (emerging - expected) ELG (emerging)		Children in Reception (expected) ELG (emerging – secure)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
	Who are you?	Can you make crazy creations and marvellous music?	Why is it cold outside?	Can you join us for story time? (Chicks)	Where in the world is important to you?	Shall we go to the seaside?
Creating with Materials (DT, Art)	<p>Self-portrait skills:</p> <ul style="list-style-type: none"> • To be able to draw myself. • To learn the features of a face. <p>Colour skills:</p> <ul style="list-style-type: none"> • Name sort and identify colours. <p>Media skills:</p> <ul style="list-style-type: none"> • To have free access to a range of media. 	<p>DT skills:</p> <ul style="list-style-type: none"> • To cut making snips and in a straight line. • To cut in a curve and zig zag. • To learn ways of joining with glue, tape, split pins and string. • To create a variety of Christmas decorations. 	<p>Colour Skills:</p> <ul style="list-style-type: none"> • To mix colours on the colour wheel. • To identify primary and secondary colours to paint a winter scene. • To explore light and dark colours/tone to paint comparative pictures of polar and African environment as in Handa’s Surprise. 	<p>Collage and Texture skills:</p> <ul style="list-style-type: none"> • To explore the work of Eric Carle and explore his collage techniques. • To explore the texture of chicks feathers and how we can use them in our creating. <p>To share my creations and talk about the</p>	<p>Painting skills:</p> <ul style="list-style-type: none"> • To use watercolour to make an image of somewhere important to you. (washes, dark/light marks) <p>Designing and Evaluating skills:</p> <ul style="list-style-type: none"> • To decide how they will make a 3D map. To describe this to 	<p>Textiles skills:</p> <ul style="list-style-type: none"> • To print on to material to create a seaside pattern or design. • To weave an ocean scene selecting colours and textures. <p>Sculpture Skills:</p> <ul style="list-style-type: none"> • To use clay/playdough and salt dough to sculpt using tools.

	(modelled and introduced to continuous provision) Painting skills: <ul style="list-style-type: none"> To use fat brushes and lidded pots. To share my creations and talk about the process I have used - Guided	<ul style="list-style-type: none"> To create a Christmas card. To create props and music for my performances (guided). To share my creations and talk about the process I have used - Guided	Painting skills: <ul style="list-style-type: none"> To use thin brushes and water pots to wash. DT skills: <ul style="list-style-type: none"> To create props and costumes for my performances of our class texts. (Independent). To share my creations and talk about the process I have used - Guided	process I have used - Independent	another person. To describe the resources they will need. <ul style="list-style-type: none"> To evaluate and share their map with peers. To describe what worked well and not well. 	Designing and evaluating skills: <ul style="list-style-type: none"> To decide how they will make a seaside sculpture. To describe this to another person. To describe the resources they will need. To evaluate and share their sculpture with peers. To describe what worked well and not well.
Development Matters Links	Age Band 3-4: <ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle including details. Explore different materials freely, in order to develop ideas about how to use them. 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. Use shapes to represent objects. Make imaginative and complex small worlds with construction. 		Age Band 3-4: <ul style="list-style-type: none"> Show different emotions in drawings and paintings like happiness, sadness and fear. Explore colour and colour mixing. Show different emotions in their drawings. Age Band Rec: <ul style="list-style-type: none"> 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. 		Age Band Rec: <ul style="list-style-type: none"> 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. Creating with materials ELG: <ul style="list-style-type: none"> 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. 	
Being Imaginative and Expressive (Drama, Music and Dance)	Imaginative play skills: <ul style="list-style-type: none"> To use ready-made costumes to take on a character role. To build simple representations of 	Imaginative play skills: Dance skills: <ul style="list-style-type: none"> To learn actions to match our nativity songs. 	Imaginative play skills: <ul style="list-style-type: none"> To use loose fabric and items to design and create costumes for my role-play characters. 	Imaginative play skills: <ul style="list-style-type: none"> To re-tell our class texts through role-play and small world. To develop my own version of the 	Imaginative play skills: <ul style="list-style-type: none"> To use expression and vocabulary informed by books. 	Imaginative Play skills: <ul style="list-style-type: none"> To act out my seaside story to peers. Use a variety of materials to create

<p>NB: Dance skills are covered through PE sessions also.</p>	<p>ourselves and our homes.</p> <p>Music skills:</p> <ul style="list-style-type: none"> To listen attentively to music. To learn our school song. To experience and move to music by RAF bands. 	<p>Music skills:</p> <ul style="list-style-type: none"> To use our crazy created instruments to keep a steady beat. To use our instruments to express our feelings. To recognise loud and quiet sounds and to move with them. To learn nursery rhymes by heart. 	<p>Music skills:</p> <ul style="list-style-type: none"> To explore pitch. To create our own songs using our knowledge of pitch. 	<p>story and re-tell it through small world and roleplay.</p> <p>Music skills:</p> <ul style="list-style-type: none"> To explore tone. To create a sad song and a happy song. 	<ul style="list-style-type: none"> To act out stories with our peers. <p>Music skills:</p> <ul style="list-style-type: none"> To explore dance and music performance art from a country important to a child in our class. To evaluate and record our feelings in response to what we have learnt. 	<p>props and costumes in roleplay.</p> <p>Dance Skills:</p> <ul style="list-style-type: none"> To perform a dance I have created to an audience. <p>Music skills:</p> <ul style="list-style-type: none"> To learn some pirate sea shanty's To perform what I have learnt to the class. To evaluate our performances.
<p>Development Matters Links</p>	<p>Age Band 3-4:</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else. Beginning to develop complex stories using small world equipment Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. 	<p>Age Band 3-4:</p> <ul style="list-style-type: none"> Sing the pitch of a tone sung by another person. Sing the melodic shape of familiar songs. Create own songs, or improvise a song. Play instruments with increasing control to express feelings and ideas. <p>Age Band Rec:</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, 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. 	<p>Age Band Rec:</p> <ul style="list-style-type: none"> Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Creating with materials ELG:</p> <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. <p>Being imaginative and expressive ELG:</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. 			

			<ul style="list-style-type: none">• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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PSED long term planning

“We teach P.S.H.E. (personal, social, health, emotional) to help pupils develop a healthy mindset, a positive attitude and respect for others which will build positive relationships.”

Our PSED curriculum is woven throughout EYFS. We aim to introduce, revisit and embed key skills throughout the year to support children in developing friendships, a positive self-esteem and a secure understanding of health and hygiene. Throughout the year we will explore key religious and cultural celebrations to develop children’s awareness of different traditions from around the world. Through doing so, children will develop a strong understanding of respect and compassion towards people who are different to themselves.

PSED Early Learning Goals

Self-Regulation:

- 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.

Managing self:

- 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.

Building Relationships:

- 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.

	3- and 4-year olds (expected) Children in Reception (emerging)		Children in Reception (emerging - expected) ELG (emerging)		Children in Reception (expected) ELG (emerging – secure)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
	Who are you?	Can you make crazy creations and marvellous music?	Why is it cold outside?	Can you join us for story time?	Where in the world is important to you?	Shall we go to the seaside?
<p>PSED coverage Class teacher to decide if coverage to take place as a discrete lesson, through class worship or as discussion through play.</p>	<ul style="list-style-type: none"> • Exploration of church school value friendship. • Exploration of British value individual liberty. • Discussion of class rules and expectations – including toileting and definition of private. • Exploring our emotions and the emotions of others. • Getting to know each other activities and games. • Exploring how are people different to us. • Exploring how our families are different. • Understanding sharing and turn taking. 	<ul style="list-style-type: none"> • Exploration of church school value perseverance. • Exploration of British value mutual respect. • Exploring how different cultures celebrate special events e.g. Christmas. • Exploring different religious beliefs and holidays. • Exploring feelings and emotions (including self-regulation). • Understand the importance of staying safe (including e-safety and around setting). • Exploring good oral hygiene. 	<ul style="list-style-type: none"> • Exploration of church school value compassion. • Kindness - What does it mean to be kind? How can we show kindness? • Introduction of turn taking and sharing. • Reintroducing respect. • Exploring what life looks like in different countries. • Taking care of the environment. • Recap e-safety. • Exploring good oral hygiene. • Building confidence. 	<ul style="list-style-type: none"> • Exploration of church school value thankfulness. • Exploring healthy eating and food choices (The Very Hungry Caterpillar link). • Exploring how we can stay healthy through exercise and hygiene. • Recapping terminology private. • Exploring how we can look after animals. • How can we stay safe when we are preparing food? • Recap e-safety. • Exploring good oral hygiene. • Building confidence. 	<ul style="list-style-type: none"> • Exploration of church school value forgiveness. • Exploring the importance of rules and what we can do if we or someone else breaks the rules. • Exploration of British value tolerance. • Continued exploration of respect. • Discussion surrounding learning question of topic – where are your favourite places? • Where were you born? • Discussion – what are your favourite things? • Recap e-safety. 	<ul style="list-style-type: none"> • Exploration of church school value truthfulness. • What will my new classroom look like? • What can I do when I am feeling worried? • Who can help us? • Reflection of the year. • How have you changed this year? • What can you do now that you couldn't before? • How to be a good friend. • Importance of sharing. • How to stay safe in the sun. • How to stay safe near water (beach safety). • How can we look after the oceans? • Recap of e-safety.

	<ul style="list-style-type: none"> • Exploring healthy eating and healthy choices regarding exercise and hygiene. • Exploring good oral hygiene. • Building confidence. 	<ul style="list-style-type: none"> • Building confidence. 			<ul style="list-style-type: none"> • Exploring good oral hygiene. • Building confidence. 	<ul style="list-style-type: none"> • Exploring good oral hygiene. • Building confidence.
Special events and celebrations	<ul style="list-style-type: none"> • Lincolnshire day (1st October). • Harvest Festival 20.20.23 	<ul style="list-style-type: none"> • Bonfire night (5th November). • Armistice day (11th November). • Diwali (31st Oct – 4th Nov 2023). • Hanukkah (7th-15th Dec 2023 - December). • Christmas 25th Dec. 	<ul style="list-style-type: none"> • Chinese New Year (10th Feb 2024). • Valentine’s Day (14th Feb). 	<ul style="list-style-type: none"> • Easter (31st March 2024). • Mother’s Day (10th March 2024). 	<ul style="list-style-type: none"> • Ramadan (10th March 9th April 2023). • Eid al-Adha (17th June 2024) • Eid al-Fitr 10th April 2024 	<ul style="list-style-type: none"> • Father’s Day (16th June 2024).
Development Matters Links	<p>Age band 3 and 4:</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting and show confidence in new social situations. • Find solutions to conflicts and rivalries. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Understand gradually how others might be feeling. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. <p>Age band reception:</p>		<p>Age band reception:</p> <ul style="list-style-type: none"> • See themselves as a valued individual. • Express their feelings and consider the feelings of others. • Build constructive and respectful relationships. • 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. <p>Age band Early Learning Goal (please see beginning of document).</p>			

	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. • Build constructive and respectful relationships. • 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. 	
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Dressing	Within weekly PE lessons children to learn and understand how to dress and undress themselves with increasing levels of independence.
Hygiene	Discussions to take place daily about the importance of hand washing before meals and when we have been playing outside.
Healthy food choices	Healthy snack options to be encouraged and available for children. Discussions surrounding this to take place throughout the year.
Toileting	Toileting expectations to be addressed at the beginning of the year (e.g. importance of self-care, flushing and hand washing) and then to be revisited as required throughout the year.
Oral hygiene	Discussions surrounding good oral hygiene to take place from Autumn 1 and to be revisited as required.
E-safety	Age appropriate discussions surrounding how to stay safe online to be visited each half-term e.g. Smartie the Penguin.
Self confidence	Children to participate in weekly celebration assembly where a class Values Champion and Superstar are chosen. Class teacher to celebrate children's personal achievements where appropriate.