

Hugh Joicey C of E First School, Ford EYFS Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Global Neighbours/ Christian Calendar	Celebrating Harvest	Celebrating Christmas	Celebrating Candlemas	Celebrating Lent and Easter	Celebrating Pentecost	Celebrating Trinity
National and Whole School Events	Harvest festival Tour of Britain International day of Peace Sukkot Halloween	Christmas worship Christingle Anti Bullying week Road Safety week Remembrance Children in Need Bonfire night	Big Garden Birdwatch World Religion Day Safer Internet Day Valentines Day	Shrove Tuesday Ash Wednesday World Book Day Fair Trade Fortnight Passover Holi	Mayday Christian Aid Week Ramadan Vesak	Leavers' assembly Eid-il-Fitur
Collective Worship Roots and Fruits 1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Topic	All About Me	Terrific Tales	Amazing Animals	Come Outside	Ticket to Ride	Fun at the Seaside
Trips/ Visitors to school	People who help us - police, nurse, firefighter, dentist	Christmas theatre trip - pantomime /cinema/ play retelling a familiar or traditional tale First aid for children training	Whitehouse Farm Northumberland Zoo Therapy dogs in school	Alnwick gardens Cragside	Heatherslaw light railway Berwick boat trips Farne Islands boat trip	Beach trip
Christian Vision Golden Thread	Uniqueness Dignity and respect Spiritual beliefs Priority of enabling vulnerable pupils. Making positive choices Aspiring to be the best you can be. Positive mental health.	Spiritual and ethical questions Responding creatively	Social action Spiritual and ethical questions Responding creatively	Thinking globally Aspiring to be the best you can be International links	Disagree well, forgiveness and reconciliation	Big questions about exploitation of the natural world. Thinking globally International links Charity/social action links.
Characteristics of Effective	Playing and Exploring - 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. Active Learning - children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating,					

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Learning	lifelong learners, they are required to take ownership, accept challenges and learn persistence. Creating and Thinking Critically - 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.					
Overarching principles.	Unique child - every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive relationships - children flourish with warm, strong, and positive partnerships between all staff members and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are not alone - embrace each community. Enabling environment - children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and development - children develop and learn at different rates. We must be aware of children who need greater support than others.					
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Starting school/ my new class/ new beginnings Superheroes People who help us/ careers Staying healthy/ healthy food Human body How have I changed? My family What am I good at? How do I make others feel? Being kind/ staying safe	Traditional tales Little Red Hen - harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the panto Christmas lists Letters to Santa	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	Plants and flowers Weather / seasons Does the moon shine? The great outdoors Forest school Planting seeds Sculpture - Andy Goldsworthy Reduce, reuse, recycle Science / materials	Around the village 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?	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard Marine life Seasides in the past Compare -- now and then Seaside art
Quality Text (based on the Pie Corbett Reading Spine)	Owl babies Once There Were Giants The Smartest Giant In Town The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat	The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story/ Nativity Rama & Sita Stick Man	The Emperor's Egg The Very Hungry Caterpillar Aargh! Spider! The Tiger Who Came To Tea Diary of a Wombat Elephant and the Bad Baby Pig in the Pond	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk A Stroll Through the Seasons	The Snail and the Whale The Way Back Home The Naughty Bus Mr Gumpy's Outing The Train Ride Bob, The Man On The Moon Beegu Oi! Get Off My Train!	Lighthouse Keeper's Lunch Under The Sea non-fiction P is for Passport The Journey Zoom Passport to Paris Atlases Tiddler
Enrichment ideas	Autumn trail Remembrance day Nurse/ firefighter visit Harvest time Birthdays Favourite songs Talent show Halloween	Guy Fawkes / Bonfire night Christmas Diwali Hanukkah Black history month Road safety Children in Need	Zoo visit Chinese new year Lent Random acts of kindness Valentine's day Internet safety day	Park / picnic Planting seeds Easter time Weather experiments Weather forecast videos Nature scavenger hunt Vincent Van Gogh study Mother's day	Post a letter Food tasting - different cultures Map work - find the treasure Start of Ramadan Eid D Day	Visit to the beach Under the sea - songs and sea shanties Father's Day Healthy eating week World environment day Anniversary of the NHS Pirate Day

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	What do I want to be when I grow up? Video for parents.	Anti-bullying week		Easter egg hunt	Let's fly - role play and green screen	
Communication & Language Daily story time	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversation they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversations, story-telling and role play, where children share their ideas will support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Settling in activities Making friends Talk about experiences that are familiar to them Rhyme and alliteration Familiar print Model talk routines throughout the day, e.g. "Good morning, how are you?"	Develop vocabulary and use new vocabulary Retell stories Story language Word hunts Listen and respond to stories Follow instructions Take part in discussions Understand how to listen carefully and understand why this is important Choose books that will develop their vocabulary	Use language well Ask how and why questions Retell stories with story language Ask questions to find out more and to check they understand what has been said to them Describe events in some detail Listen and talk about stories to build familiarity and understanding Learn rhymes, songs and poems	Describe events in detail, using time connectives Understand how to listen carefully and why listening is important Use picture cue cards to talk about an object Sustain focus when listening to a story	Re-read books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Show and tell Weekend news Read aloud books 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 seasons
Personal, Social and Emotional Development Managing self Self-regulation	<p>Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	New beginnings	Getting on and falling	Good to be me / feelings	Relationships	Looking after others	Taking part in sports

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	See themselves as a valuable individual Being me in my world Class rules and routines Supporting children to build relationships Dreams and goals	out How to deal with anger Emotions Self-confidence Build constructive and respectful relationships Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it	Learn about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally Encourage them to think about their own feelings and those of others by giving explicit explanations of how others might feel in particular scenarios	What makes a good friend Healthy me Random acts of kindness Looking after pets Looking after our planet Give children strategies for staying calm in the face of frustration Talk children through why we take turns, wait politely, tidy up after ourselves etc.	Friendships Dreams and goals Show resilience and perseverance in the face of challenge	day Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour, narrating what was kind and considerate about the behaviour.
Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness 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 core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. 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 proficiency, control and confidence.					
Fine Motor Skills	Threading, cutting, weaving, playdough Manipulate objects with good fine motor control Draw lines and circles using gross motor movements Hold pencil / paintbrush beyond whole hand grasp	Threading, cutting, weaving, playdough Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for a dominant hand Engage children in structured activities: guide them in what to draw, write or copy Teach and model correct letter formation	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	Threading, cutting, weaving, playdough Hold pencil effectively with a comfortable grip Form recognisable letters, most correctly formed	Threading, cutting, weaving, playdough Develop 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 Draw a cross	Threading, cutting, weaving, playdough Form letters correctly Copy a square Begin to draw diagonal lines Start to colour inside the lines of a picture Draw recognisable pictures Build things with smaller linking blocks, like Lego
Gross Motor	Cooperation games - parachute	Ball skills - throwing and catching	Ball skills - aiming, dribbling, pushing,	Balance - move with confidence	Obstacle activities Encourage children to	Race / team games

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Skills (see PE Long Term Planning - Get Set For PE)	Climbing - outdoor equipment Explore different ways of moving Changing for PE Hand washing and toileting	Skipping ropes	throwing, catching, patting, kicking Dance / moving to music Gymnastics / balance	Dance Provide opportunities for children to spin, rock, tilt, fall, slide and bounce Explore the different aspects of a healthy lifestyle	be highly active and get out of breath SWIMMING	SWIMMING
Commando Joe's	Disney missions	Traditional tales missions	Steve Backshall missions	Steve Backshall continued	Nellie Bly missions	Survival Skills missions Pocahontas missions
PE	Get Set 4 PE Introduction to PE 1 Fundamentals 1	Get Set 4 PE Ball skills 1 Fundamentals 2	Get Set 4 PE Dance 1	Get Set 4 PE Gymnastics 1	Get Set 4 PE Games 1 Swimming	Get Set 4 PE Games 2 Swimming Races - Sports Day
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 book (fiction and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring the in speech, before writing)					
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains Environmental print Have a favourite story/rhyme Understand the 5 key concepts of print Sequence familiar stories through the use of pictures to tell the story Recognise initial sounds Name writing activities Engage in extended conversations about stories, learning new vocabulary	Retell stories related to events Christmas letters/lists Retell stories using images/apps Story maps Editing story maps and orally retelling stories Sequence story - use the vocabulary of beginning, middle and end Blend sounds in words, so that they can read short words made up of known GPCs	Making up stories Encourage children to record stories through pictures/mark making Read simple phrases and sentences made up of words with known GPCs and, where necessary, a few common exception words.	Information leaflets about animals in the garden/plants and growing Re-read books to build up their confidence in word reading, fluency and their understanding and enjoyment World book day Timeline of how plants grow Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Develop their own	Stories from other cultures and traditions Retell a story with actions or picture prompts Use story language when acting out a narrative Rhyming words Parents reading stories Explain the main events of a story - can draw pictures of characters, events and settings in a story. May include labels, sentences or	Can draw pictures of characters, events and settings in a story Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions Make predictions Beginning to understand that a non-fiction book is a non-story - it gives information instead. Fiction means story. Can point to front

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Word Reading		Enjoys an increasing range of books		narratives and explanations by connecting ideas or events	captions	cover, back cover, spine, blurb, illustration, author and title Sort books into categories
	RWI groups Initial sounds Oral blending CVC sounds Reciting known stories Listening to stories with attention and recall Help children to read the sounds speedily Listen to children reading aloud	RWI groups Blending CVC words Rhyming Alliteration Know that print is read from left to right Spotting digraphs in words Beginning to read some common exception words	RWI groups Rhyming strings Identifying characters and settings Become familiar with letter groups Read words that contain familiar letter groups Common exception words	RWI groups Story structure - beginning, middle and end Innovating and retelling stories Non-fiction books Read longer words made up of known GPCs Common exception words	RWI groups Non-fiction texts Internal blending - 'Fred talk' Naming letters of the alphabet Capital letters and lower case letters Common exception words	RWI groups Reading simple sentences with fluency Reading CVCC and CCVC words confidently End of term assessments Transition with Y1
	Writing	Dominant hand Tripod grip Mark making Give meaning to marks and labelling Shopping lists Writing initial sounds and simple captions Use initial sounds to label characters/images Silly soup Names, labels, captions, lists, diagrams Messages - create a message centre	Name writing Labelling using initial sounds Story scribing Retelling stories in writing area Instruction for porridge Identify the sound that is tricky to spell Sequence stories Write a sentence	Writing some of the tricky words Writing CVC words label s using CVC, CVCC and CCVC words Guided writing Storyboards	Create own story maps Writing captions and lists Writ simple sentences Write sentences to accompany story maps Order the Easter story Labels and captions - life cycles Recount - trip to the park Character descriptions Write two sentences	Writing recipes and lists Write for a purpose Phonetically plausible attempts at words Beginning to use finger spaces Form lower case and capital letters correctly Rhyming words
Drawing Club	Book - Colour Monster Tale - Little Red Hen Animation - Bananaman Book - Not Now Bernard Tale - Rapunzel Animation - Mr Benn	Book - Billy and the Beast Tale - Hansel and Gretel Animation - Bagpuss Book - The Christmas	Book - Little Rabbit Foo Foo Tale - Three Little Pigs Animation - Wacky Races Book - Dear Zoo	Book - Oliver's Vegetables Tale Jack and the Beanstalk Animation - Pink Panther	Book The Giant Jam Sandwich Tale Three Billy Goats Gruff Animation Willo the Wisp	Book The Night Pirates Tale The Magic Porridge Pot Animation Captain Pugwash

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	Halloween - Room on the Broom What's in the witch's kitchen	Pine Tale - Gingerbread Man Animation - The Magic Roundabout	Tale Chicken Licken Animation - Bat Fink	Book Rosie's Walk Tale Goldilocks Animation Road Runner	Book The Hairy Toe Tale White Hen and the Fox Animation Bat Fink	Book Pirate Pete Animation Popeye
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be about to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reading skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, have a go, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	WRM <u>Getting to know you</u> Settling in, introducing the areas of provision, getting to know the children. Times of the day, class routines, where do things belong? Positional language RBA <u>Match, sort and compare</u> Match objects, match pictures and objects, identify a set, sort objects to a type, explore sorting techniques, create sorting rules, compare amounts, <u>Talk about measure and patterns</u> Compare size, compare mass, compare capacity, explore patterns, copy and continue simple patterns, create simple patterns	WRM <u>It's me 1, 2, 3</u> Find 1, 2 and 3, subitise 1, 2 and 3, represent 1, 2 and 3, 1 more, 1 less, composition of 1, 2 and 3, <u>Circles and triangles</u> Identify circles and triangles, compare circles and triangles, shapes in the environment, describe position, <u>1, 2, 3, 4, 5</u> Find 4 and 5, subitise 4 and 5, represent 4 and 5, 1 more, 1 less, composition of 4 and 5, composition of 1-5 <u>Shapes with 4 sides</u> Identify and name shapes with 4 sides, combine shapes with	WRM <u>Alive in 5</u> Introduce zero, find 0 to 5, subitise 0 to 5, represent 0 to 5, one more, one less, composition, conceptual subitising <u>Mass and capacity</u> Compare mass, find a balance, explore capacity, compare capacity, <u>Growing 6, 7, 8</u> Find 6, 7, 8, represent 6, 7, 8, one more, one less, composition of 6, 7, 8, make pairs - odd and even, double to 8 (find a double), double to 8 (make a double), combine two groups, conceptual subitising <u>Length, height and time</u> Explore length, compare	WRM <u>Length, height and time continued</u> <u>Building 9 and 10</u> Find 9 and 10, compare numbers to 10, represent 9 and 10, conceptual subitising to 10, one more, one less, composition to 10, bonds to 10, make arrangements to 10, bonds to 10 (3 parts), doubles to 10 (find a double), doubles to 10 (make a double), explore even and odd <u>Explore 3D shapes</u> Recognise and name 3D shapes, find 2D shapes within 3D shapes, use 3D shapes for tasks, 3D shapes in the environment, identify more complex patterns, copy and continue	WRM <u>To 20 and beyond</u> Build numbers beyond 10, continue patterns beyond 10, verbal counting beyond 20, verbal counting patterns <u>How many now?</u> Add more, how many did I add?, take away, how many did I take away? <u>Manipulate, compose and decompose</u> Select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, copy 2D shape pictures, find 2D shapes within 3D shapes	WRM <u>Sharing and grouping</u> <u>Visualise, build and map</u> Identify units of repeating patterns, create own pattern rules, explore own pattern rules, replicate and build scenes and constructions, visualise from different positions, describe positions, give instructions to build, explore mapping, represent maps with models, create own maps from familiar places, create own maps and plans from story situations <u>Make connections</u> Deepen

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		4 sides, shapes in the environment, my day and night,	length, explore height, compare height, talk about time, order and sequence time	patterns, patterns in the environment	<u>Sharing and grouping</u> Explore sharing, sharing, explore grouping, grouping, even and odd sharing, play with and build doubles	understanding, patterns and relationships <u>Consolidation</u>
RE	F1 - God and Creation Why is the word 'God' so important to Christians?	F2 - Incarnation Why do Christians perform nativity plays at Christmas?	F6-What stories are special and why?	F3 - Salvation Why do Christians put a cross in an Easter garden?	F4- Being special and where do we belong?	F5-Special places. Which places are special and why?
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. 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 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.					
	Identify family. Comment 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. 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	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 important to postmen. Share different cultures' versions of famous fairy tales.	Listen to stories and place events in chronological order What can we do here to take care of animals in the jungle? Compare animals from the jungle to those on a farm Explore a range of jungle animals. Learn their names and label the body parts. Zoo trip? Nocturnal animals. Making sense of different environments and habitats Use images, video clips, shared texts and other	Trip to the park, discuss what we will see on our journey to the park and how we will get there Introduce 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 our natural world around us. Make comments on the weather, culture, clothing, housing Change i living things - changes in the leaves, weather, seasons	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 differences between transport in this country and one other country, encourage the children to make simple comparisons Use the Beebots on simple maps.	Materials - floating and sinking. Building boats Seaside 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 environments and contrasting environments through conversation and in play.

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	<p>and community. Navigate around our classroom and outdoor areas. Create a treasure hunt 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 discussions regarding their experiences of past birthday celebrations Long ago - how has time changed? Using cameras.</p>	<p>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. Stranger danger. Talk about occupations and how to identify strangers that can help them when they are in need.</p>	<p>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 observations, draw pictures of the natural world, including plants and animals.</p>	<p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children note and record the weather Build a bug hotel</p> <p>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 into their play. Use the Beebots.</p>	<p>Encourage the children to use navigational language Children talk about their home and what there is to do near their home Look out for children drawing/painting or constructing their homes Encourage children to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons Environments - features of the local environments. Maps of the local area. Comparing places on Google Earth - how are they similar/different? Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born Differentiate between land and water</p>	
Computing	<ul style="list-style-type: none"> • Use different digital devices • Recognise that you can access content on a digital device. • Use a mouse, touch screen or appropriate access device to target and select options on screen. • Recognise a selection of digital devices. • Recognise the basic parts of a computer e.g. mouse, screen, keyboard 					

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	<ul style="list-style-type: none"> Select a digital device to fulfil a specific task e.g. to take a photo. 					
	<p><u>Technology around us</u> https://www.ilearn2.co.uk/computerdiscoveryfree.html</p> <p>http://code-it.co.uk/wp-content/uploads/2015/05/bankplan.pdf</p> <p>http://code-it.co.uk/wp-content/uploads/2015/05/supermarketplan.pdf</p> <p>http://www.crickweb.co.uk/Early-Years.html</p> <p>https://www.nurseryworld.co.uk/News/article/ict-in-role-play-check-it-out</p> <p>Digital literacy</p> <p>Self image and identity</p>	<p><u>Codeapillar</u> https://www.somerset.org.uk/sites/edtech/Primary%20Computing/NWP%20free%20samples/Y1%20Programming%206%20Core%20Codapillar.pdf</p> <p>https://www.csunplugged.org/en/topics/</p> <p>Digital literacy Online relationships</p>	<p><u>Music creation</u> https://www.ilearn2.co.uk/freeyear1musiccreation.html/</p> <p>https://springroll-tc.pbskids.org/music-maker/d0f261dffc3c8f713fa5a22bb99d7f9afd04cb56/release/index.html</p> <p>https://musiclab.chromeexperiments.com/Voice-Spinner/</p> <p>Digital literacy Online reputation</p>	<p><u>Barefoot computing</u></p> <p>Pizza https://www.barefootcomputing.org/docs/default-source/at-home/pizza_party_activity.pdf?sfvrsn=154d91ea_2</p> <p>Play twister board game- give instructions/build an algorithm</p> <p>Order / sequence activities for an everyday task</p> <p>Human hand crane</p> <p>Digital literacy Managing online information</p>	<p><u>Art</u> https://www.j2e.com/jit5</p> <p><u>Art and algorithms</u></p> <p>Digital Literacy Health wellbeing and lifestyle</p>	<p><u>Barefoot computing</u></p> <p><u>Lego Building</u></p> <p><u>Crazy Characters</u></p> <p><u>Head, Shoulder, Knees and Toes</u></p> <p><u>Boats Ahoy</u></p> <p><u>Busy Bodies</u></p> <p>Digital Literacy Privacy and Security</p>
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. I've children an insight into new musical worlds, invite musicians in to play music to children and talk about it. Encourage children listen attentively to music. Discuss changes and patterns as a piece if music develops.</p>					
	Join in with songs Beginning to mix colours	Use different textures and materials to make	Rousseau's tiger / animal prints	Make different textures Make patterns using	Design and make rocket	And pictures Rainbow fish collage

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	Join in with role play and use resources available for props Build models using construction equipment Sing call and response songs Self portraits Junk modelling Take a picture of children's creations and record them explaining what they did Exploring how sounds can be changed Tap out simple rhythms Provide opportunities for children to work together to develop and realise creative ideas	houses for the three little pigs, and bridges for the three Billy goats gruff Listen to music and make their own dances in response to music Castle models Firework pictures Christmas crafts	Designing homes for hibernating animals Collage owls Symmetrical butterflies Select the tools and techniques they need to assemble materials that they are using Making chinese lanterns Puppet making Chinese music and composition Shadow puppets Joining techniques	different colours Explore ways to protect growing plants - design scarecrows Collage farm animals Making houses Pastel drawings Printing patterns on Easter eggs Life cycles Flowers - sun flowers Mother's day crafts Easter crafts Artwork themed around Eric Carle	Think about form and function Learn a traditional African song and dance and perform it Create own music Junk modelling - transport Exploration of other cultures - dressing up Retell familiar stories Outer space pictures	Lighthouse designs Paper plate jellyfish Puppet shows Salt dough Water pictures Color mixing beach huts Making passports Father's day crafts
Forest School Continued throughout the year: <ul style="list-style-type: none"> Seasonal Changes Being Green 	<u>Forest School Principles</u> <ol style="list-style-type: none"> 1. Forest School is a long term process of frequent and regular sessions in a woodland or natural environment rather than a one off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School. 2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world. 3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. 4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves. 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop professional practice. 6. Forest School uses a range of learner-centred processes to create a community for development and learning. 					
Christian Values	Compassion, forgiveness, thankfulness, endurance, trust					
Spirituality	Who made the world? How should we care for the world?					
Wellbeing	Senses, self-awareness, fresh air, peace, self-expression, freedom, self-confidence, friendship, relax, listen to nature, feel good					
Being green	Recycling, materials, litter picking, Countryside Code, renewable energy sources, becoming a plastic free school, Eco school award, RSPB Birdwatch, Woodland Trust tree planting, RHS gardening club.					
	<u>All about me</u>	<u>Terrific tales</u>	<u>Amazing animals</u>	<u>Come outside</u>	<u>Ticket to ride</u>	<u>Fun at the seaside</u>

Hugh Joicey C of E First School, Ford EYFS Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

	Playing and Exploring - Rules and boundaries Free exploration Independent learning Know what not to touch and what not to eat.	Fire for cooking - fairy tale feasts Observe and talk about the fire lighting process Collect fuel to contribute Eat simple food prepared on the fire. Plants - understand not to eat berries and flowers without supervision	Shelter building - mini dens for small animals. Using tools - introduction to tools. Peelers for whittling Hammers Mallets Trowels Forks	Plants - simple plant identification (snowdrops and daffodils) Plant seeds and show care for plants Using tools - trowels and forks Trees - notice trees and know that sticks and leaves come from them.	Geographical skills and navigation - maps and travel. Follow rules and boundaries Enjoy free exploration	Knots - Tying shoelaces - when paddling at the seaside. Shelter building - basic shelter building with support (indoor and outdoor equipment). Building beach shelters.
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