

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

Revised May 2021

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 Henry	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	<p>lifelong learners, they are required to take ownership, accept challenges and learn persistence.</p> <p>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.</p>					
Overarching principles.	<p>Unique child - every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>Learning and development - children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	<p>Starting school/ my new class/ new beginnings</p> <p>Superheroes</p> <p>People who help us/ careers</p> <p>Staying healthy/ healthy food</p> <p>Human body</p> <p>How have I changed?</p> <p>My family</p> <p>What am I good at?</p> <p>How do I make others feel?</p> <p>Being kind/ staying safe</p>	<p>Traditional tales</p> <p>Little Red Hen - harvest</p> <p>Old favourites</p> <p>Familiar tales</p> <p>Library visits</p> <p>Gingerbread Man</p> <p>Cinderella</p> <p>The Nativity</p> <p>At the panto</p> <p>Christmas lists</p> <p>Letters to Santa</p>	<p>Life cycles</p> <p>Safari</p> <p>Animals around the world</p> <p>Climates / hibernation</p> <p>Down on the farm</p> <p>Mini beasts</p> <p>Animal arts and crafts</p> <p>Night and day animals</p> <p>Animal patterns</p> <p>David Attenborough</p>	<p>Plants and flowers</p> <p>Weather / seasons</p> <p>Does the moon shine?</p> <p>The great outdoors</p> <p>Forest school</p> <p>Planting seeds</p> <p>Sculpture - Andy Goldsworthy</p> <p>Reduce, reuse, recycle</p> <p>Science / materials</p>	<p>Around the village</p> <p>How do I get there?</p> <p>Where in the world have you been?</p> <p>Where do we live in the UK / world?</p> <p>Fly me to the moon!</p> <p>Vehicles past and present</p> <p>Design your own transport</p> <p>Who was Neil Armstrong?</p>	<p>Under the sea</p> <p>Off on holiday / clothes</p> <p>Where in the world shall we go?</p> <p>Send me a postcard</p> <p>Marine life</p> <p>Seasides in the past</p> <p>Compare -- now and then</p> <p>Seaside art</p>
Quality Text (based on the Pie Corbett Reading Spine)	<p>Owl babies</p> <p>Once There Were Giants</p> <p>Stick Man</p> <p>The Smartest Giant In Town</p> <p>The Colour Monster</p> <p>The Rainbow Fish</p> <p>Funny Bones</p> <p>The Big Book of Families</p> <p>Pete the Cat</p>	<p>The Jolly Postman</p> <p>Goldilocks</p> <p>Farmer Duck</p> <p>Hansel & Gretel</p> <p>The Ugly Duckling</p> <p>Christmas Story/ Nativity</p> <p>Rama & Sita</p>	<p>The Emperor's Egg</p> <p>The Very Hungry Caterpillar</p> <p>Aargh! Spider!</p> <p>The Tiger Who Came To Tea</p> <p>Diary of a Wombat</p> <p>Elephant and the Bad Baby</p> <p>Pig in the Pond</p>	<p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>One Plastic Bag</p> <p>Jasper's Beanstalk</p> <p>A Stroll Through the Seasons</p>	<p>The Snail and the Whale</p> <p>The Way Back Home</p> <p>The Naughty Bus</p> <p>Mr Gumpy's Outing</p> <p>The Train Ride</p> <p>Bob, The Man On The Moon</p> <p>Beegu</p> <p>Oi! Get Off My Train!</p>	<p>Lighthouse Keeper's Lunch</p> <p>Under The Sea non-fiction</p> <p>P is for Passport</p> <p>The Journey</p> <p>Zoom</p> <p>Passport to Paris</p> <p>Atlases</p> <p>Tiddler</p>
Enrichment ideas	<p>Autumn trail</p> <p>Remembrance day</p> <p>Nurse/ firefighter visit</p> <p>Harvest time</p> <p>Birthdays</p> <p>Favourite songs</p> <p>Talent show</p>	<p>Guy Fawkes / Bonfire night</p> <p>Christmas</p> <p>Diwali</p> <p>Hanukkah</p> <p>Black history month</p> <p>Road safety</p>	<p>Zoo visit</p> <p>Chinese new year</p> <p>Lent</p> <p>Random acts of kindness</p> <p>Valentine's day</p> <p>Internet safety day</p>	<p>Park / picnic</p> <p>Planting seeds</p> <p>Easter time</p> <p>Weather experiments</p> <p>Weather forecast videos</p> <p>Nature scavenger hunt</p> <p>Vincent Van Gogh study</p>	<p>Post a letter</p> <p>Food tasting - different cultures</p> <p>Map work - find the treasure</p> <p>Start of Ramadan</p> <p>Eid</p>	<p>Visit to the beach</p> <p>Under the sea - songs and sea shanties</p> <p>Father's Day</p> <p>Healthy eating week</p> <p>World environment day</p> <p>Anniversary of the NHS</p>

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	Halloween What do I want to be when I grow up? Video for parents.	Children in Need Anti-bullying week		Mother's day Queen's birthday Easter egg hunt	D Day Let's fly - role play and green screen	Pirate Day
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>					

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	<p>New beginnings See themselves as a valuable individual Being me in my world Class rules and routines Supporting children to build relationships Dreams and goals</p>	<p>Getting on and falling 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</p>	<p>Good to be me / feelings 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</p>	<p>Relationships 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.</p>	<p>Looking after others Friendships Dreams and goals Show resilience and perseverance in the face of challenge</p>	<p>Taking part in sports 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.</p>
<p>Physical development</p>	<p>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.</p>					
<p>Fine Motor Skills</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Threading, cutting, weaving, playdough Hold pencil effectively with a comfortable grip Form recognisable letters, most correctly formed</p>	<p>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</p>	<p>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</p>
	<p>Cooperation games -</p>	<p>Ball skills - throwing</p>	<p>Ball skills - aiming,</p>	<p>Balance - move with</p>	<p>Obstacle activities</p>	<p>Race / team games</p>

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<p>Gross Motor Skills (see PE Long Term Planning)</p>	<p>parachute Climbing - outdoor equipment Explore different ways of moving Changing to PE Provide regular reminders about thorough hand washing and toileting</p>	<p>and catching Skipping ropes</p>	<p>dribbling, pushing, throwing, catching, patting, kicking Dance / moving to music Gymnastics / balance</p>	<p>confidence Dance Provide opportunities for children to spin, rock, tilt, fall, slide and bounce Explore the different aspects of a healthy lifestyle</p>	<p>Encourage children to be highly active and get out of breath SWIMMING</p>	<p>SWIMMING</p>
<p>Literacy</p>	<p>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)</p>					
<p>Comprehension</p>	<p>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</p>	<p>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 Enjoys an increasing range of books</p>	<p>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.</p>	<p>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 narratives and explanations by connecting ideas or events</p>	<p>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 captions</p>	<p>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 cover, back cover, spine, blurb, illustration, author and title Sort books into categories</p>

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<p>Word Reading</p>	<p>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</p>	<p>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</p>	<p>RWI groups Rhyming strings Identifying characters and settings Become familiar with letter groups Read words that contain familiar letter groups Common exception words</p>	<p>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</p>	<p>RWI groups Non-fiction texts Internal blending - 'fed talk' Naming letters of the alphabet Capital letters and lower case letters Common exception words</p>	<p>RWI groups Reading simple sentences with fluency Reading CVCC and CCVC words confidently End of term assessments Transition with Y1</p>
<p>Writing</p>	<p>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</p>	<p>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</p>	<p>Writing some of the tricky words Writing CVC words label s using CVC, CVCC and CCVC words Guided writing Storyboards</p>	<p>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</p>	<p>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</p>	<p>Story writing Write a sentence using a range of tricky words that are spelt correctly Beginning to use full stops, capital letters and finger spaces Innovating familiar stories Character description Write three sentences - beginning, middle and end</p>
<p>Mathematics</p>	<p>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.</p>					
	<p>WRM <u>Getting to know you</u> Settling in, introducing the areas of provision,</p>	<p>WRM <u>It's me 1, 2, 3</u> Number: representing 1, 2 and 3, comparing</p>	<p>WRM <u>Alive in 5</u> Number: introducing 0, comparing numbers to 5,</p>	<p>WRM <u>Building 9 and 10</u> Number: 9 and 10, comparing to 10, bonds</p>	<p>WRM <u>To 20 and beyond</u> Number: building numbers beyond 10,</p>	<p>WRM <u>Find my pattern</u> Number: doubling, sharing and grouping,</p>

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	getting to know the children. Times of the day, class routines, where do things belong? Positional language <u>Just like me!</u> Number: match and sort, compare amounts Measure, shape and spatial awareness: compare size, mass and capacity, exploring pattern	1, 2 and 3, composition of 1, 2 and 3 Measure, shape and spatial thinking: circles and triangles, positional language <u>Light and Dark</u> Number: representing numbers to 5, one more and one less Measure, shape and spatial thinking: shapes with 4 sides, time	composition of 4 and 5 Measure, shape and spatial thinking: compare mass, compare capacity Growing 6, 7, 8: 6, 7 and 8, making pairs, combining 2 groups Measure, shape and spatial thinking: length and height, time	to 10 Measure, shape and spatial thinking: 3D shape, pattern <u>Consolidation</u>	counting patterns beyond 10 Spatial reasoning: spatial reasoning, match, rotate, manipulate <u>First then now</u> Number: adding more, taking away Spatial reasoning: spatial reasoning, compose and decompose	even and odd Spatial reasoning: spatial reasoning, visualise and build <u>On the move</u> Number: Deepening understanding, patterns and relationships Spatial reasoning: spatial reasoning, mapping
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	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	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,	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,	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	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>their immediate family 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>famous fairy tales. 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>shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see, Listen to children describing and commenting on things they have seen whilst outside, including plants and animals After close observations, draw pictures of the natural world, including plants and animals.</p>	<p>weather, seasons 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>simple maps. 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>	
<p>Computing</p>	<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. 					

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	<ul style="list-style-type: none"> Recognise a selection of digital devices. Recognise the basic parts of a computer e.g. mouse, screen, keyboard 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 http://code-it.co.uk/wp-content/uploads/2015/05/bankplan.pdf http://code-it.co.uk/wp-content/uploads/2015/05/supermarketplan.pdf http://www.crickweb.co.uk/Early-Years.html 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%20Codepillar.pdf https://www.csunplugged.org/en/topics/</p> <p>Digital literacy</p> <p>Online relationships</p>	<p><u>Music creation</u> https://www.ilearn2.co.uk/freeyear1musiccreation.html/ https://springroll-tc.pbskids.org/music-maker/d0f261dffc3c8f713fa5a22bb99d7f9afd04cb56/release/index.html https://musiclab.chromeexperiments.com/Voice-Spinner/</p> <p>Digital literacy</p> <p>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</p> <p>Managing online information</p>	<p><u>Art</u> https://www.j2e.com/jit5</p> <p>Art and algorithms</p> <p>Digital Literacy</p> <p>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</p> <p>Privacy and Security</p>
<p>Expressive Arts and Design</p>	<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>					
	<p>Join in with songs</p>	<p>Use different textures</p>	<p>Rousseau's tiger / animal</p>	<p>Make different textures</p>	<p>Design and make</p>	<p>And pictures</p>

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

Revised May 2021

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

	<p>Beginning to mix colours 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</p>	<p>and materials to make 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</p>	<p>prints 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</p>	<p>Make patterns using 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</p>	<p>rocket 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</p>	<p>Rainbow fish collage Lighthouse designs Paper plate jellyfish Puppet shows Salt dough Water pictures Color mixing beach huts Making passports Father's day crafts</p>
<p>Forest School Continued throughout the year:</p> <ul style="list-style-type: none"> • Seasonal Changes • Being Green 	<p><u>Forest School Principles</u></p> <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.					

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	<u>All about me</u> Playing and Exploring - Rules and boundaries Free exploration Independent learning Know what not to touch and what not to eat.	<u>Terrific tales</u> 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	<u>Amazing animals</u> Shelter building - mini dens for small animals. Using tools - introduction to tools. Peelers for whittling Hammers Mallets Trowels Forks	<u>Come outside</u> 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.	<u>Ticket to ride</u> Geographical skills and navigation - maps and travel. Follow rules and boundaries Enjoy free exploration	<u>Fun at the seaside</u> 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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