

Bird's Bush Primary School - EYFS Long Term Planning

Please note, all children learn at different paces, therefore aspects of this planning may change as children's needs and interests arise. You will be kept up to date with these changes through our curriculum booklets, which you will receive at the beginning of each half term, and through our Early Years newsletter.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	People who help us	Traditional tales	Plants and life cycles	The world around us	Healthy living
Parent Partnerships	Stay & Play Read, Write, Inc Workshop.	Stay & Play - Christmas crafts	Stay & Play - Reading focus	Stay & Play - Parent choice.	Stay & Play - Maths focus	Stay & Play - Parent choice
Visits/ Visitors/ Special days	Superhero day	Nativity performance Visit to the local fire station.	Chinese New Year Day (activities and food tasting) Sponsored activity to raise money for EY.	Visit to Ash End Farm.	Local walk.	Transition Class assembly Sports day
Key Dates		Diwali Halloween Bonfire night Remembrance day Christmas Children in Need	Chinese New Year Valentines Day Safer Internet Day	Easter Mother's Day World book day	St George's Day	Father's Day
Areas of Learning						
Prime Areas						
Personal, Social and Emotional Development	Settling in, rules and expectations, routines.	Following rules and routines. Shows confidence in asking for help.	Initiating conversations and beginning to solve conflicts.	To negotiate and solve problems without aggression.	Children take into account one another's ideas and show sensitivity to the needs of others.	

	<p>Building new friendships, sharing.</p> <p>Communicating freely about home/ community.</p>	<p>Taking into account what friends say.</p>	<p>Can talk about self in positive terms.</p> <p>Understands that own actions affect people.</p>	<p>Children play cooperatively taking turns.</p> <p>Children are confident to try new activities and say which they do/ don't enjoy.</p>	<p>To select their own resources independently for chosen activities.</p> <p>To say when they do or don't need help.</p> <p>Talk about their own and others behaviour and consequences.</p> <p>To work as part of a group or class.</p>
Communication and Language	<p>Songs and rhymes, stories.</p> <p>Introducing the Role play area, listening and responding to each other.</p> <p>Introduction of Read, Write, Inc., fred games.</p>	<p>To listen and do for a short span.</p> <p>Prepositions.</p> <p>Read, Write, Inc. Fred talk games.</p> <p>Introduce Helicopter Stories</p>	<p>Maintains attention, concentrates during an appropriate activity.</p> <p>Begins to understand 'why' and 'how' questions.</p> <p>Extends vocabulary.</p>	<p>Accurately anticipates key events and responds to what others say with relevant comments.</p> <p>Answers 'how' and 'why' questions appropriately.</p> <p>Links statements</p>	<p>Give attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Use past, present and future forms correctly.</p> <p>Develop narratives and explanations by connecting ideas and events.</p>
Physical Development	<p>Self help skills, washing our hands, toileting.</p> <p>Gross and fine motor skills.</p> <p>Dough Disco</p>	<p>Using anticlockwise movements.</p> <p>Beginning to form recognisable letters.</p> <p>Cutting skills, dough disco.</p> <p>Taking care of our hygiene needs.</p>	<p>Uses a pencil effectively to form recognisable letters, most of which are correctly formed.</p> <p>Experiments with different ways of moving.</p> <p>Showing an understanding of the need for safety.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking.</p> <p>Have an understanding of some good practises regarding exercise, eating etc contributing to good health.</p>	<p>Safely negotiate space.</p> <p>Handling equipment and tools effectively.</p> <p>Children know the importance for good health and exercise.</p> <p>Can dress and undress independently.</p>

Specific Areas

<p>Literacy</p>	<p>Introduction of the book corner.</p> <p>Introduction of Read, Write, Inc.</p> <p>Name writing, songs and rhymes.</p> <p>Building fine motor skills to lead onto handwriting.</p>	<p>Read, Write, Inc Set 1.</p> <p>Continue a rhyming string.</p> <p>Hear and say initial sounds in words.</p> <p>Reading CVC words/ captions.</p> <p>Uses clearly identifiable letters to communicate meaning.</p> <p>Helicopter stories</p>	<p>Read, Write, Inc.</p> <p>Reading words and simple sentences.</p> <p>Writes own name and other things such as labels.</p> <p>Handwriting</p> <p>Helicopter stories</p>	<p>Read, Write, Inc.</p> <p>Being able to read and understand simple sentences. Reading common irregular words.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Handwriting</p> <p>Helicopter stories</p>	<p>Read, Write, Inc.</p> <p>Reading and writing common irregular words.</p> <p>Demonstrating an understanding when talking with others about what they have read.</p> <p>Writing simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Handwriting</p> <p>Helicopter stories</p>
<p>Mathematics</p>	<p>Counting with one to one correspondence, recognising numbers of significance.</p> <p>Talking about 2D shapes.</p>	<p>Recognising numbers to 10. Matching numeral and quantity, using 'more' and 'fewer' to compare sets.</p> <p>Beginning to use Mathematical names for 2D shapes.</p>	<p>Securing recognition of numbers to 10 and some beyond.</p> <p>Counts objects to 10 and beginning to count beyond 10.</p> <p>Matching numeral and quantity to 10.</p> <p>Finds the total numbers of items by counting all of them.</p> <p>Recognising 2D and 3D shapes.</p>	<p>Using language linked to addition and subtraction.</p> <p>Recognising numbers to 15.</p> <p>Finding one more and one less.</p> <p>Recognising 2D and 3D shapes.</p> <p>Doubling, Halving, Sharing.</p>	<p>Children can count and recognise numbers to 20.</p> <p>Adding and subtracting two single digit numbers, counting on or back to find the answer.</p> <p>Solving problems including doubling, halving and sharing.</p> <p>Talking about size, weight, capacity, position, distance and time.</p> <p>Recognise, create and describe patterns.</p> <p>Using mathematical language to describe shape.</p>

				Using language related to time.	
Understanding the World	<p>Our families.</p> <p>Our school environment.</p> <p>Exploring the outdoor area.</p> <p>Welly Wednesdays</p>	<p>Celebrations, Halloween, Diwali, Christmas.</p> <p>Seasonal changes</p> <p>IWB activities</p> <p>Welly Wednesdays</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Completes a simple programme.</p> <p>Welly Wednesdays</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Talking about features of their own immediate environment.</p> <p>Recognise the use of a range of technology.</p> <p>Welly Wednesdays</p>	<p>Knowing about similarities and differences between themselves and others, among families, communities and traditions.</p> <p>Making observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Select and use technology for particular purposes.</p> <p>Welly Wednesdays</p>
Expressive Arts and Design	<p>Introducing the art area and construction area.</p> <p>Singing songs, exploring playdough, exploring paint.</p> <p>Uses available resources to support role play.</p>	<p>Begins to build up a repertoire of songs and dances.</p> <p>Creates simple representations of events, people and objects.</p> <p>Diwali craft</p> <p>Christmas craft</p> <p>Exploring instruments</p>	<p>Exploring colour mixing.</p> <p>Manipulating materials to achieve a planned effect.</p> <p>Chooses colours for a particular purpose.</p> <p>Introduces a story line or narrative into play.</p>	<p>Adapts work where necessary.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Use what they have learned about media and materials in original ways.</p>	<p>Experimenting with ways of changing songs, music and dance.</p> <p>Safely use materials and tools.</p> <p>Represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Opportunities for Outdoor Learning.	Learning rules and boundaries Seasonal walks - Exploring leaves/frost/ice/snow Talking about change's Mud kitchen Sand and water play Welly Wednesdays	Seasonal walks - Mini beast hunts/New plants growing Talking about change's Mud kitchen Sand Play, Water Play Planting seeds Welly Wednesdays	Seasonal walks - Caring for plants, sun care. Talking about change's Mud kitchen Sand Play, Water Play Planting seeds Sports day Welly Wednesdays
Characteristics of Effective Learning			
Playing & Exploring	Active Learning	Creating & Thinking Critically.	