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| **Bird’s Bush Primary School- EYDS Long Term Planning 2020-2021** | | | | | | | | | |
| *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, which you will receive weekly.* | | | | | | | | | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
|  | 02.09.21-25.10.21 | | 01.11.21-17.12.21 | | 04.01.22-17.02.22 | 28.02.22-08.04.22 | 25.04.22-30.05.22 | | 06.06.22-21.07.22 |
| **Topics** | Belonging | | Let’s Celebrate! | | Once Upon a Time | Let’s Grow! | The World Around Us | | Healthy Me |
| **Stunning Starts** | Create a handprint tree- what makes them special/ what is your super power? | | Celebrations Week  Halloween, Bonfire, Diwali,  Christmas | | Cottage Scene- Broken Chair, spilt porridge | Gardening afternoon | Scavenger Hunt- Animals around the school leading to the story | | Fruit kebabs |
| **Fabulous Finish** | Superhero Dress Up Day | | Christmas party afternoon | | Teddy Bears’ Picnic | Baby photos- Who is who? | Wearing flag colours | | Obstacle course |
| **Books that Link** | T4W- Nursery Rhymes  Supertato  Owl Babies | | T4W- The Enormous Turnip  Christmas Story  Diwali Story (Lighting a Lamp) | | T4W- Goldilocks and the Three Bears  A Chair for Baby Bear  Chinese New Year Story  Bear Hunt- Anthony Browne  A Chair for Baby Bear | T4W- Jack and the Beanstalk  Jasper’s Beanstalk  The Tiny Seed  Chick to Hen  Seed to Sunflower | T4W-  We’re Going on a Lion Hunt  Journey  Rumble in the Jungle  Giraffe’s Can’t Dance | | T4W- Little Red Riding Hood  The Lighthouse Keeper’s Lunch |
| **Visits/visitor/residential/key events**  **(date and place/person)** |  | | Diwali Celebration Day  Walk to the post box to post a letter to Santa.  Theatre Trip | | Chinese New Year Day (activities and food tasting)  Local Walk- Winter focus | Visit to Ash End Farm  Local Walk- Spring | Making fruit kebabs | | Transition  Class assembly  Sports Day  Local Walk- Summer  School nurse-focus on oral hygiene |
| **Parents invited in (Class assembly/workshop)** | Stay & Play  RWI Workshop | | Nativity performance  Stay & Play | | Stay & Play | Stay & Play | Stay & Play | | Stay & Play |
| **Key Dates** | Diwali (4th November)  Bonfire Night (5th November)  Remembrance Day (11th November)  Anti-Bullying Week  Road Safety Week  Christmas  Halloween | | | | Chinese New Year (1st February)  Pancake Day (1st March)  World Book Day (3rd March)  British Science Week  Easter  Mothering Sunday (27th March) | | VE Day (8th May)  Queen’s Platinum Jubilee Celebrations  Father’s Day (20th June) | | |
| **Prime Areas** | | | | | | | | | |
| **Personal Social Emotional Development** | To select and use resources with help.  To gain confidence in new social situations.  To initiate play with others.  To express own preferences and interests.  To take turns and share resources.  To tolerate delay when needs are not immediately met.  To understand and follow class rules.  To take part in mental health strategies- breathing techniques, yoga etc.  To take part in conversations about self, home and community.  Making relationships  Use a feelings chart to recognise different emotions.  To meet my own personal needs.  To begin to negotiate and solve problems. | | | | To verbally label feelings and emotions.  To describe self in positive terms and talk about abilities.  To build confidence.  To take turns and resolve conflicts with support.  To begin to negotiate and solve problems.  To be able to find a compromise.  To work as part of a group or whole class. | | To play games with rules.  To resolve conflicts independently.  To find compromises.  To take into account the ideas of others.  To have conversations about the importance of healthy food choices.  Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  To understand how actions affect other people.  To be confident to speak about own wants, needs and opinions.  To be confident to try new things and speak in a familiar group.  To play cooperatively. | | |
| **ELG: Self-Regulation**  Children at the expected level of development will:  - 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.  **ELG: Managing Self**  Children at the expected level of development will:  - 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.  **ELG: Building Relationships**  Children at the expected level of development will:  - 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. | | | | | | | | | |
| **Communication and Language** | Big Talk (use of PILS)  Snack and chat prompts  Talk for Writing  RWI  To join in with songs, rhymes and stories.  To develop an understanding of prepositions.  To retell simple events.  To listen and respond to others during play.  To take part in discussions about family celebrations.  To listen and do for a short span.  To follow listening rules. TED Listening Rules (NELI) | | | | To anticipate key events in stories.  To begin to follow a story without pictures or prompts.  To listen and respond to ideas expressed by others.  To innovate and invent through T4W and Helicopter Stories.  To hold a conversation and continue it for many turns.  To begin to ask simple questions.  To articulate ideas and thoughts in well-formed sentences.  To use recently introduced vocabulary. | | Talk for Writing- innovating and inventing  Helicopter Stories  RWI  To use recently introduced vocabulary.  To engage in Non-Fiction books.  To hold a conversation and continue it for many turns.  To discuss experiences using past, present and future tense.  To anticipate key events in stories.  To give attention to what others say and respond appropriately.  To understand and answer ‘why’ and ‘how questions.  To ask questions.  To link statements and stick to a main theme when having a conversation.  To follow instructions with several ideas and action. | | |
| **ELG: Listening, Attention and Understanding**  Children at the expected level of development will:  - 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.  **ELG: Speaking**  Children at the expected level of development will:  - 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. | | | | | | | | | |
| **Physical**  **Development** | To draw lines and circles using gross motor movements.  To begin to use one handed tools (such as scissors) and use these safely.  To begin to form letters from their name.  Can wash and dry our hands.  To attend to own toileting needs most of the time.  To move in a variety of ways on different levels– roll, walk, crawl, run, jump.  To write my own name.  To hold a pencil correctly.  To show an understanding of how to transport equipment safely. | | | | Introduction of PE lessons  Fundamental Movements Skills 1  To use one-handed tools (such as scissors) correctly and safely.  To write own name.  To hold a pencil correctly.  To travel with confidence.  To show an understanding of how to transport equipment safely. | Athletics 1  To negotiate space successfully.  To hold a pencil correctly, using anti-clockwise movements.  To understand the importance of a healthy diet.  To talk about ways to keep healthy and safe. | Gymnastics- Flight- Bouncing, jumping and landing  To travel with confidence and skill.  To show some understanding of good, healthy practice.  To independently apply some appropriate safety measures. | | Athletics 1  To show increasing control over an object.  To safely negotiate space.  To understand the need for variety in food.  To know the importance of good health and exercise and talk about ways to keep healthy and safe. |
| **ELG: Gross Motor Skills**  Children at the expected level of development will:  - Negotiate space and obstacles safely, with consideration for themselves and others;  - Demonstrate strength, balance and coordination when playing;  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **ELG: Fine Motor Skills**  Children at the expected level of development will:  - 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. | | | | | | | | | |
| **Specific Areas** | | | | | | | | | |
| **Mathematics**  **Number** | To recite numbers in order to 10.  To sing a range of counting songs.  To show the correct number of objects to match a given number to 5, then 10. To use some number names accurately in play.  To count using one-to-one correspondence.  To begin to subitise to 3. | To count to 10 confidently.  To begin to count backwards from 10 using songs and rhymes.  To record using marks or physical apparatus.  To count at least 5 objects from a larger group.  To show the different ways of making numbers to 5, then 10. | | | To recognise numerals to 10.  To select the correct numeral to represent 1-10 objects.  To record using marks or physical apparatus.  To count 10 objects from a larger group.  To show the different ways of making numbers to 10.  Combine two groups to find the whole.  Subitise to 5. | | To have a deep understanding of numbers to 10, including the composition of each number.  To subitise.  To automatically recall number bonds to 5.  To take objects away from a group.  To double and halve numbers. | To have a deep understanding of numbers to 10, including the composition of each number.  To subitise.  To automatically recall number bonds to 5.  To take objects away from a group.  To double and halve numbers. | |
| **Mathematics**  **Numerical pattern** | Know that numbers identify how many objects are in a set. To compare two groups using mathematical language- fewer, more, equal. | To experiment with objects saying when they are heavy/light, full/empty/ big/small.  To extend and create an ABAB pattern.  To use the language of ‘greater than’, ‘less than’ and ‘equal to’ when comparing sets of objects to 5. | | | To count to 20.  To use the language of ‘greater than’, ‘less than’ and ‘equal to’ when comparing sets of objects to 5, then 10.  To say the number that is one more and one less than a number to 10.  To identify odd and even numbers.  To repeat, extend and create a complex pattern.  To compare objects using mathematical language- full/empty, heavy/light, big/small. | | To identify odd and even numbers.  To count to 20 and beyond confidently.  To solve problems including doubling, halving and sharing with numbers to 10.  To create a complex pattern.  To make prediction about objects saying when they are full/empty, heavy/light, big/small. | To verbally count beyond 20, recognising the pattern of the counting system.  To compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or equal to the other quantity.  To explore and represent patterns within numbers to 10, including evens and odds, double facts, halving and how quantities can be distributed equally. | |
| **ELG: Number**  Children at the expected level of development will:  - 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.  **ELG: Numerical Patterns**  Children at the expected level of development will:  - 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. | | | | | | | | | |
| **Literacy** | Introduction of the book corner  Handle books correctly and carefully  Introduction of RWI pictures and single-letter sounds  Fred Talk Games throughout the day  Name writing, songs and rhymes  Mark making  Talk for Writing  Speaking in full sentences  To orally blend sounds into words. | | | Read Write Inc  Continuing a rhyming string  Hear and say initial sounds in words  Making CVC words on magnetic boards  Use clearly identifiable letters to communicate meaning  Talk for Writing  To orally blend sounds into words. | Read Write Inc.  To read and write simple CVC words.  To begin to read and write simple captions.  To write own name and labels.  To form letters correctly.  To retell and innovate stories through Talk for Writing and Helicopter Stories.  To orally use story language. | Read Write Inc.  To describe main story settings, events and characters.  To begin to read and understand simple sentences.  To use some clearly identifiable letters to communicate meaning, some correctly in sequence.  To write words in ways which match their spoken sounds.  To decode word accurately. | Read Write Inc.  To describe main story events, settings and characters.  To read and write common irregular words and some high frequency words.  To demonstrate an understanding of what they have read when talking with others.  To write simple sentences which can be read by themselves and other.  Some words are spelt correctly and others are phonetically plausible.  Talk for Writing and Helicopter Stories | | |
| **ELG: Comprehension**  Children at the expected level of development will:  - 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.  **ELG: Word Reading**  Children at the expected level of development will:  - 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.  **ELG: Writing**  Children at the expected level of development will:  - 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. | | | | | | | | | |
| **Understanding the world** | To talk about family and friends.  To talk about significant events in their own experience.  Exploring the new classroom and outdoor area.  Comments and asks questions as they explore the familiar world. | | To understand aspects of different cultures.  To understand that people with different beliefs celebrate in different ways.  To identify seasonal changes and how it affects the natural world around us. | | To comment on images of familiar situations in the past.  To compare and contrast characters from stories, including figures from the past. | To describe what they see, hear, feel whilst outside.  To understand the effect of changing seasons on the natural world around them.  To understand how to care for the natural world around us. | To recognise some similarities and differences between life in this country and life in other countries.  To recognise some environments that are different from the one in which they live. | | |
| **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. | | | | | | | | | |
| **Expressive arts & Design** | Introducing the art and construction areas.  Singing songs, exploring playdough, exploring paint  Use available resources to support role play  T4W to retell familiar stories | | Building up a repertoire of songs and dances.  Diwali craft- Diva lamps, Rangoli patterns (colour mixing)  Christmas craft  Firework craft  To explore the different sounds of instruments.  To choose colours for a particular purpose. | | To explore colour mixing.  To manipulating material to achieve a planned effect.  To choose colours for a particular purpose.  Introduces a story line or narrative into play. (T4W/Helicopter Stories) | To introduces a story line or narrative into play. (T4W/Helicopter Stories)  To use simple tools and techniques competently and appropriately.  To manipulate materials to have a planned effect.  To construct with a purpose in mind.  To mix simple colours.  To use what they have learned about media and materials in original ways. | Experimenting with ways of changing songs, music and dance.  Safely uses materials and tools.  To represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  To use a variety of materials, tools and techniques safely and experiment with design, texture, form and function.  To adapt their work where necessary.  To use T4W and Helicopter Stories to invent own stories and innovate others during play and whole group activities. | | |
| **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. | | | | | | | | | |
| **SMSC/BV/**  **School of Sanctuary Links** |  | |  | | Book vote  Circle time | |  | |  |
| **Opportunities for Outdoor Learning** | Learning outdoor rules and boundaries  Seasonal walks- exploring leaves/frost/ice/snow  Talking about changes  Mud kitchen  Assault course  Sound and water play  Nature Detectives  Welly Wednesdays | | | | Seasonal walks- mini beast hunt/ new plants  Talking about changes  Mud kitchen  Assault course  Sand play, water play  Planting seeds  Nature detectives | | Seasonal walks- caring for plants, sun care.  Talking about changes  Mud kitchen  Assault course  Sand play, water play  Planting seeds,  Sports Day  Nature Detectives | | |
| Characteristics of Effective Learning | | | | | | | | | |
| Playing and Exploring | | | Active Learning | | | | Creating and Thinking Critically | | |