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| **Bird’s Bush Primary School- EYDS Long Term Planning 2022-2023** | | | | | | | | | | |
| *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** |
|  | 05.09.22 - 21.10.22 | | 31.10.22-16.12.22 | | 03.01.23-17.02.23 | 27.02.23-31.03.23 | | 17.04.23-26.05.23 | | 05.06.23-25.07.23 |
| **Topics** | Monsters and Explorers | | Tricks, Wishes and Wonders | | Wheels, Wings and Wonderful Things | Roots, Shoots and Wellie Boots | | What a Wonderful World | | Let’s Pretend |
| **Stunning Starts** | The Colour Monster Goes To School– Rainbow Toast  Colour mixing (Small and large scale)  Printing with cars/ dinosaurs | | Halloween provision takeover – Children to come in a witches hat or mask with uniform – Broom crash landing | | Whatever Next – Crash landing! Investigate | Welly walk around the local lake  (Sponsored?) | | Making fruit kebabs & fruit tasting from around the world | | Who has been at the tea party?  Set up a tea party with various character props – Investigate! |
| **Fabulous Finish** | A Colour Party | | Christmas Crafts Afternoon | | Space dome | Farm trip | | World Africa Day | | Fantasy Dress Up Tea Party |
| **Books that Link** | **T4W-**  The Little Red Hen  **Other books to Enjoy:**  The Colour Monster  Pete the Cat  A Handful of Buttons  Supertato  The Gruffalo  Pink is for Boys | | **T4W-** Owl Babies  **Other books to Enjoy:**  Christmas Story  Diwali Story (Lighting a Lamp)  Wow Said the owl  Winnie the Witch  Room on the Broom | | **T4W-**  How to catch a star  Whatever Next  **Other books to enjoy:**  Chinese New Year Story  Mr Armitage on Wheels  Aliens Love Underpants | **T4W-**  Jasper’s Beanstalk  Three Little Pigs  **Other books to enjoy:**  Chick to Hen  Seed to Sunflower  Farmer Duck  Six Dinner Sid  What the Ladybird Heard | | **T4W-**  We’re Going on a Lion Hunt  Handa’s Surprise  **Other books to enjoy:**  Rumble in the Jungle  Giraffe’s Can’t Dance  Commotion in the Ocean  Mad About Minibeasts  Dinosaur Roar  What a waste | | **T4W-** Little Red Riding Hood  **Other books to enjoy:**  Mr Grumpy’s Outing  Elmer  On the way home  Journey  SHHHH  Snail and the Whale |
| **Visits/visitor/residential/key events**  **(date and place/person)**  **Key Dates**  **Parent partnership** | General Transition  RWI/ Story Time Workshop for Parents  Local Walk – Autumn focus  **21st September** – National Gratitude Day  **23rd September** – Autumn equinox  **7th Sept** – Natoinal Fitness Day | | Walk to the post box to post a letter to Santa.  Theatre Trip  Christmas Crafts Afternoon with parents  **24th Oct – 1st Nov** Diwali  **15th -19th Nov** Nursery Rhymes Week  Road Safety week TBC | | Chinese New Year Day (activities and food tasting)  Local Walk- Winter focus  Fire fighter visit  Mother’s Day Stay and Play  Penguin day **20th Jan**  Number Day **4th Feb**  Kindness day **17th Feb**  **19th March** Mother’s Day | Visit to Ash End Farm  Go to Morrisons to buy some plants.  Story time stay and play  World Wildlife Day **3rd March**  Int Woman’s Day **8th March**  St patricks day **17th March**  Children’s book day **2nd April**  Earth Day **22nd April**  St George’s Day **23rd April** | | Making fruit kebabs  Dentist or Doctor visit  Litter pick  Picnic outdoors  **15th May** Dinosaur Day  World Bee Day **20th May**  Turtle Day **23rd May**  Africa Day **25th May** | | Transition  Class assembly  Sports Day  Local Walk- Summer  Father’s Day Stay and Play  World Environment Day **5th June**  **10th June** Queens Birthday  **18th June** Fathers day |
| **Prime Areas** | | | | | | | | | | |
| **Personal Social Emotional Development** | Regulation Station  Circle Times  To select and use resources with help.  To gain confidence in new social situations.  To initiate play with others, take turns and share.  To express own preferences and interests.  To tolerate delay when needs are not immediately met.  To understand and follow class rules.  To take part in conversations about self, home and community.  Use a feelings chart to recognise different emotions.  To begin to negotiate and solve problems with support. | | | | Regulation Station  Circle Times  To verbally label feelings and emotions.  To see themselves as a valuable individual and describe self in positive terms and talk about abilities.  To build confidence.  To take turns and resolve conflicts with support.  To begin to negotiate, solve problems and find compromises.  To work as part of a group or whole class.  To understand how others might be feeling  To make healthy choices about food, drink, activity and tooth brushing.  To manage their own personal hygiene. | | | Regulation Station  Circle Times  To play games with rules.  To resolve conflicts independently.  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.  To consider the perspectives of others. | | |
| **PSHE Links** | Getting to Know my School  Me and my Relationships | | | | Me and My Safety  Happy and Healthy Me | | | Me and Other People  Me in the World | | |
| **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  Vocab Flowers  To join in with songs, rhymes and stories building a repertoire of songs  To develop an understanding of prepositions.  To retell simple events and talk about favourite books.  To use talk to organise their play  To take part in discussions about family celebrations.  To listen and do for a short span.  To understand listening rules.  To understand a simple two part instruction.  To begin to understand ‘why’ questions. | | | | Big Talk (use of PILS)  Snack and chat prompts  Talk for Writing  RWI  Vocab Flowers  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 engage in Non-Fiction books.  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 new vocabulary throughout the day  To use and and because in sentences.  To engage in Non-Fiction books.  To develop social phrases (Good morning how are you) | | | Big Talk (use of PILS)  Snack and chat prompts  Talk for Writing  RWI  Vocab Flowers  Helicopter Stories  To use new vocabulary in different contexts.  To discuss experiences using past, present and future tense.  To give attention to what others say and respond appropriately.  To understand and answer ‘why’ and ‘how questions.  To link statements and stick to a main theme when having a conversation.  To use talk to help them work out problems and organise thinking and activities and to explain how things work and how they might happen.  To follow instructions with several ideas and action.  To connect one idea to another using a range of connectives  Retell a story with deep familiarity.  To listen to and talk about selected Non-Fiction to develop a deep familiarity with new knowledge and vocab. | | |
| **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** | Cutting Skills  Dough Gym | | | | Introduction of PE lessons  Fundamental Movements Skills 1 | Athletics 1 | | Gymnastics- Flight- Bouncing, jumping and landing | | Athletics 2 |
| 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 use a comfortable grip with good control.  To show an understanding of how to transport equipment safely.  To use large movements to wave items and make marks. | | | | To use one-handed tools (such as scissors) correctly and safely.  To travel with confidence.  To show an understanding of how to transport equipment safely.  To skip, hop and jump.  To choose the right resource to carry out a plan.  To be increasingly independent as they get dressed and undressed.  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.  To remember patterns of movement related to music and rhythm. | | | To travel with confidence and skill.  To show some understanding of good, healthy practice.  To independently apply some appropriate safety measures.  Revise and refine fundamental movement skills.  To combine different movements with fluency.  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.  To use a range of tools competently and safely.  To further develop and refine a range of ball skills. | | |
| **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** | Adult Focus  Ten Town  Numbots (Summer Term) | | | | | | | | | |
| 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 10. | | | 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 and explore 2D and 3D shapes. | | | 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  RWI  Library Visit  T4W  Adult Focus  To handle books correctly and carefully  To begin to write own name.  To understand print has meaning.  To count/ clap syllables in words.  To recognise words with the same initial sounds.  To spot and suggest rhymes.  To engage in extended conversations about stories, learning new vocabulary.  To use marks, print and letter knowledge in their early writing.  To write some letters accurately.  To read individual letters by saying the sound for them.  To blend sounds into words.  To read a few common exception words. | | | | RWI  Library Visit  T4W  Adult Focus  To write own name.  To read simple captions or phrases.  To read a few common exception words.  To re-read books to build fluency, understanding and enjoyment.  To begin to form lower case and capital letters correctly.  To use Fred talk to spell words.  To begin to write captions or short sentences.  To anticipate key events in stories.  To use new vocabulary in their play. | | | RWI  Library Visit  T4W  Helicopter Stories  Adult Focus  To form lower case and capital letters correctly.  To read simple sentences.  To use Fred talk confidently to spell words.  To write short sentences.  To use a capital letter and full stops.  To re-read what they have written to check it makes sense.  To be able to answer questions about a story  To use recently introduced vocabulary during discussions. | | |
| **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. | | | | | | | | | | |
| **Please See Outdoor Learning Opportunities for further UW opportunities.** | | | | | | | | | | |
| **Understanding the world** | To talk about family and friends.  To talk about significant events in their own experience.  To use all of their senses to explore.  To talk about what they see, using a wide range of vocabulary.  Comments and asks questions as they explore the familiar world.  To explore how things work.  To explore and talk about forces. | | To begin 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 show interest in different occupations.  To comment on images of familiar situations in the past. | | To comment and compare images of familiar situations in the past.  To compare and contrast characters from stories, including figures from the past.  To understand come places are special to members of the community. | 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 draw information from a simple map. | | 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.  To understand the effects of seasonal changes on the natural world around them. | | |
| **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** | Daily songs and rhymes  Art Area  To use available resources to support role play  To explore different materials and join them.  To take part in simple pretend play.  To show different emotions in their drawings.  ‘Pitch match’ to another person.  To explore the different sounds of instruments.  To choose colours for a particular purpose.  To develop complex stories using small world equipment.  To respond to what they have heard expressing thoughts and feelings.  To make imaginative and complex ‘small worlds’ | | | | Daily songs and rhymes  Art Area  To create their own songs or improvise one they know.  To explore use a refine a variety of artistic events to express their feelings.  To create collaboratively, sharing ideas, resources and skills.  To listen attentively move to and talk about music.  To sing in a group or on their own.  Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects.  Draws with increasing complexity and detail. | | | Daily songs and rhymes  Art Area  To express feelings and responses when watching, listening and talking about music and Art.  To develop complex storylines in their play.  To explore and engage in music making an dance, performing solo or in groups.  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. | | |
| **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. | | | | | | | | | | |
| **BV/ SMSC/**  **School of Sanctuary Links** | **Democracy**  -Children vote for a book each day.  -Adults encourage everyone to take into account one another’s opinions and values.  -Using a show of hands (democracy in action)  -Provide an environment where children are confident to ask questions knowing they are valued. | | | | **Rule of Law**  -Class rules – Support children in understanding their own and other’s behaviour and consequences.  -Encourage children to reflect on their differences. | | | **Mutual Respect and Tolerance**  -Class rules – explain the importance of tolerant behaviours such as sharing & respecting each other’s opinions.  -Stories that reflect and value the diversity of children’s experiences.  -Resources and activities that challenge gender, cultural and racial stereotyping.  -Allow children to engage in the wider community.  -Share practices, celebrations and experiences.  -Explore similarities and differences between themselves and others.  -Views, faiths, cultures and race are valued. | | |
| Circle Times  Assemblies with Reverend Oliver  Nativity  Weekly Bible Stories in the book vote | | | | | | | | | |
|  | Special Places and Festivals  The Birth of Jesus | | | Relationships, Promises and Church Weddings  Easter Celebrations | | | Caring for Creation  Helping Others | | | |
| **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 Teaching and Learning | | | | | | | | | | |
| Playing and Exploring | | | Active Learning | | | | | Creating and Thinking Critically | | |