

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas	Me, my family and the community	Festivals and Celebrations	Julia Donaldson	Growing and changing	Plants and animals	The wider world Transition
Personal, Social and Emotional Development Making Relationships Self-confidence and self-awareness Managing feelings and behaviour	<p>SEAL - New beginnings</p> <ul style="list-style-type: none"> Wow Moments Harvest Feelings board Classroom rules and routines Understanding boundaries-safe places Visual timetable Collaborative games (parachute/ ring games) Support children in making friends 	<p>SEAL - Getting on and falling out</p> <ul style="list-style-type: none"> Working out how to be a good friend Conflict resolution Friendship tree Christmas Play Anti-bullying week 	<p>SEAL - Going for goals</p> <ul style="list-style-type: none"> Motivation and self-awareness Taking responsibility, persisting Setting and achieving goals. 	<p>SEAL - It's Good to be me</p> <ul style="list-style-type: none"> Feeling proud of achievements and helping their to achieve their goals Setting goals Thinking about how far we have come Discussing how different people have different strengths 	<p>SEAL - Relationships</p> <ul style="list-style-type: none"> Understanding the feelings of others. Fair and unfair situations. Reception children to attend whole school assemblies. 	<p>SEAL - Managing changes</p> <ul style="list-style-type: none"> How I have developed during the year & new skills. Transition to Year 1 - how do we feel about this? How could they help next year's Reception class?
Physical Development Moving and Handling Health and self-care	<p>Moving & Handling</p> <ul style="list-style-type: none"> Development Movement Play (developing strong bodies through Kinetic Letters scheme) Pushing, pulling, sliding, swinging, climbing, hanging and crawling. Fiddly Fingers Wheeled vehicles Cutting and scissor control. Opportunities to apply letter trails 	<p>Development Movement Play (developing strong bodies)</p> <p>Road Safety</p> <p>Santa's workshop</p> <p>Small equipment games (beanbags, quoits, balls)</p> <p>Travel using hands and feet</p> <p>Obstacle course (links positional language)</p> <p>Practise simple chasing and dodging games.</p>	<p>Dressing/ undressing independently.</p> <p>Travel in a variety of ways using feet-walking, running, jumping.</p> <p>Throw beanbag, ball, quoit to different heights and catch-low, medium, high.</p> <p>Gymnastics - using equipment safely</p> <p>Be aware of body parts used, and good boy shapes, in travelling and stillness.</p>	<p>Healthy Eating and Living.</p> <p>How do you feel after exercise?</p> <p>Practise landing from low apparatus</p> <p>Watch demonstrations and comment on good work seen. Copy some features.</p> <p>Co-operate with partner in simple throw and catch and send medium ball to partner in a variety of ways.</p> <p>Football skills</p> <p>Perfect secure pencil</p>	<p>Understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Real life tools - saws, hammers.</p> <p>Improve basic skills of running, jumping, rolling, climbing and balancing.</p> <p>Hop and skip confidently</p> <p>Link a short series of simple actions.</p>	<p>Sports Day Races</p> <p>Games - Hockey, rounder's, dodge ball</p> <p>Make a short rally with partner</p> <p>throwing quoit or beanbag over line or long rope net.</p> <p>Tying laces and fastening buttons.</p> <p>Capital letters and number formation.</p> <p>Paper position.</p>

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas.

	<p>from Kinetic Letters.</p> <ul style="list-style-type: none"> Sand trays/chalk/large scale paper for letter trails <p>Health & Self-Care</p> <ul style="list-style-type: none"> Keeping healthy and safe. Dangers in the environment Hand washing and drying hands. Dressing/undressing with help. Snack café/ water bottles in school. 		<p>Perform simple rolls, curled up small, and 'log rolls', sideways, with straight body. Developing secure pencil grip.</p>	<p>grip. Lower case letter formation.</p>	<p>Experiment with varied implements- ball, hoop, quoits and small bats. Dodge and mark with controlled use of space. Follow a leader. Controlling letter size and sitting letters on line.</p>	
<p>Communication and Language Listening and attention Understanding Speaking</p>	<p>Listening walks Spot the sound Who is it? Phase 1 Letters & Sounds activities Chatter bag/memory box Introduce Talking Wall Time to talk during circle time e.g. about home, community and family or likes and dislikes. Discussing our feelings Regular opportunities to comment on learning journeys</p>	<p>Book time packs Talking about seasonal changes relating to Autumn Stories at Bedtime Bears from the Bear Factory Reflecting on learning by having photographs on display Story sparkers</p>	<p>Following two part instructions (link to Maths) Sharing Christmas holiday stories Using talk partners effectively Story CDs Talking about seasonal changes relating to winter</p>	<p>Chatter bag/memory box Story Circles Talking about seasonal changes relating to spring Taking about and answering questions about story characters and events Asking why questions</p>	<p>Following stories without pictures or props Listening carefully in whole school assemblies</p>	<p>Talking about seasonal changes relating to summer Memories of Reception class Use of imaginative vocabulary</p>

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	Listening and attention & Social communication groups.						→
	Child Voice						→
	News time						→
	Subject specific vocabulary						→
Specific Areas	<p>Phonics</p> <ul style="list-style-type: none"> Phonics assessment for each child. Start teaching phonics phase 2 (integrate Phase 1) Introduction of phonics homework <p>Writing</p> <ul style="list-style-type: none"> Model writing behaviours Opportunities for application of phonics skills during CIL. Provide planned provocations to stimulate ideas for writing/mark making. Print for a purpose within role play. Weeks focus on Nursery Rhymes Labelling family and house. 	<p>Phonics</p> <ul style="list-style-type: none"> Review progress and start phase 3 for HA pupils. <p>Reading</p> <ul style="list-style-type: none"> We're going on a bear hunt This is the bear The Jolly Postman The story of Rama and Sita The Christmas Story Visit school library without parents Christmas poems <p>Writing</p> <ul style="list-style-type: none"> Introduction to non-fiction writing (cards and invitations, letters) Writing a re-count (trip to the bear factory and Christmas) Descriptive writing (The 	<p>Phonics</p> <ul style="list-style-type: none"> Half termly review in terms of developmental phases. Identify gaps in knowledge Plan next steps and make adjustments to provision. Continue teaching phase 3 Teach phase 2 where appropriate & provide opportunities for phase 1 during CIL <p>Reading</p> <ul style="list-style-type: none"> Don't forget the bacon The Gruffalo Smartest giant in town The snail and the whale Monkey puzzle Reading recipes 	<p>Phonics</p> <ul style="list-style-type: none"> Continue to teach phase 2/3. Ongoing phonic assessment and review <p>Reading</p> <ul style="list-style-type: none"> Handa's surprise Oliver's vegetables Introduction of reading buddies Non-fiction books about frogs/chicks Easter story Healthy eating books Sharing bible stories (see UoW) <p>Writing</p> <ul style="list-style-type: none"> Chick diary Healthy menu Life cycle of a chick/frog Thank you letter to the dentist Mother's Day card Recount of the Easter story 	<p>Phonics</p> <ul style="list-style-type: none"> Introduce phase 4 for HA learners. Continue to teach Phase 3. Focus on using HFW and apply sounds during CIL <p>Reading</p> <ul style="list-style-type: none"> Elves and the shoemaker Children to select their own traditional tales to read. Dear Zoo Introduce poetry (animals) <p>Writing</p> <ul style="list-style-type: none"> Write traditional tales using beginning, middle, end and story book language Introduce the use of punctuation in 	<p>Phonics</p> <ul style="list-style-type: none"> Introduce phase 5 for HA pupils Continue to teach phase 4 with consolidation of phase 3 during CIL <p>Reading</p> <ul style="list-style-type: none"> Information about different countries Dictionary skills Mr Grumpy's outing <p>Writing</p> <ul style="list-style-type: none"> Fact file of a country Postcards Writing directions Writing a letter to their new teacher 	
Literacy							
Reading							
Writing							

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	<p>Reading</p> <ul style="list-style-type: none"> • Owl Babies • The Little Red Hen • Whatever Next! • Goldilocks and The Three Bears • Select a reading book with parents • Environmental Print (logos, labels and signs) • Begin reading scheme for HA pupils 	<p>Christmas Story)</p> <ul style="list-style-type: none"> • Writing menus 	<ul style="list-style-type: none"> • Environmental print during supermarket visit • All children on the reading scheme • The Chinese New Year story <p>Writing</p> <ul style="list-style-type: none"> • Shopping lists • Recount of trip • Character descriptions • Narratives - beginning, middle and end. <p>** Introduce writing stimulus where appropriate Celebrate World Book Day</p>		<p>writing</p> <ul style="list-style-type: none"> • Acrostic poems • Animal descriptions and information • Begin writing in learning journeys 	
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EYFS Long Term Plan

Amblecote Primary School

2016-2017

<p>Mathematics</p> <p>Numbers</p> <p>Shape, space and measures</p>	<ul style="list-style-type: none"> • Introduction of numicon (use daily during CIL) • Ordering numbers to 10/20. • Counting reliably with 1:1 correspondence (including actions and objects that cannot be moved) • 2D shape and position • Patterns • Awareness of numbers and shapes in the environment • Discuss familiar numbers (door, birthday, age) • Numbers in all areas of learning • Introduction to specific mathematical vocabulary • ICT games during CIL to support. • Introduction of maths homework • Months/days of the week as daily provision 	<ul style="list-style-type: none"> • Ordering numbers to 20 • Addition and Subtraction • Measures (length, capacity, weight) • 3D shape • One more/one less • Size ordering 	<ul style="list-style-type: none"> • Ordinal numbers • Recording findings in maths • Counting in 10's • Estimation • Positional language and direction • Time • Money 	<ul style="list-style-type: none"> • Number formation • Counting in 2's and 5's • Number bonds to 10 • Comparing measures (weight, capacity, length) • Begin problem solving for HA • Addition and subtraction • Doubling, halving and sharing. • Data handling and tallying 	<ul style="list-style-type: none"> • Number bonds to 20 • Grouping and sharing • More problem solving with addition and subtraction. • Direction 	<ul style="list-style-type: none"> • Consolidation of number bonds • Missing numbers to 100. • Shape consolidation • Addition and subtraction with money (link to beach shop)
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<p>Understanding of the World</p> <p>People and Communities The World Technology</p> <p>Separate RE/Technology planning</p>	<ul style="list-style-type: none"> • Harvest • Making and tasting bread. • Planting bulbs • Autumn walk • Logging onto the computer system • Developing mouse skills • Exploring the five senses • Islamic-Eid al-Adha • Mud kitchen • Birthday display 	<ul style="list-style-type: none"> • Road Safety • Bonfire Night • Light and Dark-reflective materials • Christmas Story • Technology hunt around school • Paint- firework pictures. • Hindu- Diwali • Floating and sinking 	<ul style="list-style-type: none"> • Winter • Chinese New Year • Shrove Tuesday • Technology for a purpose- ICT in shops • Using simple programmes and creating pictures • Materials • Asking questions about observations • Freezing/melting 	<ul style="list-style-type: none"> • Easter story • Hatching chicks • Internet Café • Magnets • Mother's Day 	<ul style="list-style-type: none"> • Allotments • STEM • Bug hunting • Exploring plants • Explore new wildlife area • Human influences on the environment 	<ul style="list-style-type: none"> • Allotments • Holiday destinations • Climate • Temperature
<p>Expressive Arts and Design</p> <p>Exploring and using media and materials Being Imaginative</p>	<ul style="list-style-type: none"> • Use and explore a variety of resources, techniques and equipment in 2D/ 3D • Family drawings • Beat competency • Action songs • Role play- Home • Self portrait • Eid: Mehndi patterns 	<ul style="list-style-type: none"> • Developing cutting and joining skills • Colour mixing • Christmas Production • Songs/ dance • Santa's Workshop • Modelling / construction kits • Dark Den • Firework pictures • Painting Diwali Divas • Role play - Indian restaurant 	<ul style="list-style-type: none"> • Role play- Chinese Restaurant • Responding to music through dance • Music - Learn about rhythm and pulse in songs • Create 3D collages with a purpose • Chinese New Year designs 	<ul style="list-style-type: none"> • Combining resources to create pictures, models, patterns etc. • Mother's day cards • Music - exploring instruments how many sounds can one instrument make and louder/quieter/fast /slow • Making up stories and acting them out 	<ul style="list-style-type: none"> • Large scale building, painting, drawing and weaving • Imaginative movement sessions • Music - learn how to play simple songs on the xylophone 	<ul style="list-style-type: none"> • Express themselves through exploring, making and designing using a range of media and materials • Music - making up compositions • Singing confidently and adding actions
<p>Visits/ trips</p>	<ul style="list-style-type: none"> • Visit to the church 	<ul style="list-style-type: none"> • Merry Hill Bear Factory • Christmas trip - 	<ul style="list-style-type: none"> • Visit to the local community - library and 	<ul style="list-style-type: none"> • Traffic Survey 	<ul style="list-style-type: none"> • Allotments 	<ul style="list-style-type: none"> • Sycamore Centre • Allotments

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		Safari Park	supermarket.			
Information to send home	<ul style="list-style-type: none"> • Reading leaflet • Homework leaflet • 2Simple • SEAL • Curriculum booklet (for those who don't attend the workshop) 	<ul style="list-style-type: none"> • Christmas Diary • Maths leaflet • Road safety information 	<ul style="list-style-type: none"> • Writing information 	<ul style="list-style-type: none"> • Healthy eating information 		<ul style="list-style-type: none"> • Transition information
Parents as Partners	<ul style="list-style-type: none"> • Parents to choose a book with their child. • EYFS Workshop • Curriculum Workshops (phonics and reading - followed by lesson demonstration, kinetic letters) • Sponsor treasure hunt over half-term • Parents Evening • Contribution to Harvest celebrations 	<ul style="list-style-type: none"> • Stories at Bedtime • Christmas Play • Christmas card making stay and play • Invite a parent to do Mendhi patterns for Diawli • Mathematics workshop 	<ul style="list-style-type: none"> • Inspire writing session • Physical Development workshop • Julia Donaldson class assembly 	<ul style="list-style-type: none"> • Maths stay and play linked to world Maths Day • Mother's Day assembly • Cooking workshop? 	<ul style="list-style-type: none"> • Allotment Visits • Outdoor learning stay and play 	<ul style="list-style-type: none"> • Sports Day • Transition meetings • Reports to parents • Celebration stay and play
Visitors On-going-parent professions, librarian	<ul style="list-style-type: none"> • School staff (dinner ladies, school nurse) • Librarian • Paul Willmott • Emergency services • Professionals 	<ul style="list-style-type: none"> • Road safety advisors 	<ul style="list-style-type: none"> • Sports coach for PE sessions on Fridays (multi-skills) • Sainsbury's - Fairtrade 	<ul style="list-style-type: none"> • Dentist • Multi-cultural visitor? • Local business? 	<ul style="list-style-type: none"> • Forest Schools 	<ul style="list-style-type: none"> • Empty classroom day

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SEASONS WILL BE TAUGHT THROUGHOUT THE YEAR WHEN APPROPRIATE CHANGES CAN BE SEEN.
THE PRIME AND SPECIFIC AREAS ARE TAUGHT THROUGH THE FOLLOWING AREAS OF LEARNING:

Art, Fiddly Fingers, cooking, construction, exploration and discovery, ICT, malleable, maths, music, reading, role play, sand, small world, technology, snack, water and writing areas.

Children's interests will be considered in our short term plans.

After school Clubs: Autumn- Art club

Spring- Football club

Summer- Wildlife Club