

Barton Seagrave Primary School EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas	Autumn through our senses	The town	Festivals and Celebrations	All creatures great and small	We love books	In the summertime
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	Being Me in My World Self-identity and understanding our own feelings	Celebrating Difference Exploring similarities and differences, respecting differences and identifying talents	Dreams and Goals Achieving goals by overcoming obstacles and persevering. Being proud of others achievements.	Healthy Me Exploring how to keep themselves safe and healthy.	Relationships Building relationships, respecting others and being a good friend	Changing Me Exploring how we have grown and changed
Physical Development Gross Motor Skills Fine Motor Skills	Real PE Unit 1 - Personal Cog Gymnastics	Real PE Unit 2 - Social Cog Dance	Real PE Unit 3 - Cognitive Cog	Real Dance - Creative Cog	Real PE - Physical Cog	Real PE- Health and Fitness Cog and Sports Day
Communication and Language Listening, Attention and Understanding Speaking	Developing active listening skills. Follow simple instructions well. To express their ideas in small group contexts using their growing vocabulary.	Use new vocabulary from books and stories as they discuss or retell a story and in their role-play. Begin to answer questions and ask questions when they don't understand	Use recently modelled language across everyday contexts, including role-play and small world. Join in conversations and respond to others' ideas. Ask questions about things they see.	Talk to a range of adults in school. Use simple conjunctions to extend their sentences and to connect ideas. Retell familiar stories and begin to add details or language from the story to extend their retelling.	Listen carefully and offer their own ideas in whole class discussions. Offer explanations for why things might happen, making use of recently introduced vocabulary.	Use speech to organise their thinking, to give explanations, to express their feelings and to develop their role-play. To understand and respond to who, what, when, how, where and why questions.
Specific Areas Literacy Comprehension Word Reading Writing	Comprehension Seeks out favourite books. Join in with the repeated refrain from a familiar story. Identify the characters and setting of a familiar book. Begin to use vocabulary and speech from a story. Word Reading Recognise taught RWI Set1 sounds. Blend sounds into words to read VC/CVC words. Read some common exception words e.g. I, to, go, the		Comprehension Sequence a familiar story using images or objects and retell the story to another person. Answer questions about a story that has been read to them. Use the language from a story within their play and discussions. Word Reading Recognise all RWI Set 1 and many Set 2 special friends. Confidently blend and read simple words. Read simple sentences containing known letter-sound correspondences and containing some common exception words.		Comprehension Retell stories in their own words, using story language and new vocabulary. Anticipate key events in stories and predict how characters may act or what they might say. Use new vocabulary in their play and discussions. Word Reading Recognise and say the sound for all RWI Set 1, Set 2 and some Set 3 sounds. Use their sound-blending skills to decode and read words. Read aloud simple sentences and stories. Read a range of common exception words.	

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	<p>Writing Write their name with letters that are recognisable. Develop the use of a tripod grip. Begin to record the sounds they can hear in a word.</p>	<p>Writing Hold a pencil comfortably using the tripod grip. Write VC/CVC words that can be read by themselves or others. Write simple sentences (e.g. I can see) and read their writing back. Apply their phonic knowledge to make phonetically plausible attempts at words.</p>	<p>Writing Use correct letter formation to write the letters of the alphabet. Begin to use a precursive script to form letters. Apply their phonic knowledge to make phonetically plausible attempts at spelling words. Spell some simple key words. Develop an awareness of full stops and begin to use a full stop at the end of a sentence.</p>
<p>Mathematics</p> <p style="text-align: center;">Numbers</p> <p style="text-align: center;">Numerical Patterns</p> <p>Mastering Number and White Rose materials used</p>	<p>Numbers Subitise to 5 and explore ways of making numbers to 5 using manipulatives. Recall some number facts. Say the number that is 1 more and 1 less than and the same as up to 5. Recognise numerals to 10. Link the numeral to its value within 10.</p> <p>Numerical Patterns Recite numbers to 20 confidently and count back from 10. Show accuracy when counting a group of up to 5/10 objects, using 1 to 1 correspondence. Use and understand the terms more, fewer/less and equal in practical contexts.</p> <p>Shape, Space and Measure Develop an understanding of mathematical vocabulary relating to time, shape, measures and pattern e.g. yesterday/today/ tomorrow, days of the week, short/tall, long/short. Identify features of 2D and 3D shapes.</p>	<p>Numbers Confidently subitise small groups of objects. Recall addition facts within 5. Explore the composition of numbers beyond 5 using manipulables, showing some automatic recall of number facts and some double facts.</p> <p>Numerical Patterns Recite numbers to 20 and back from 20. Count on from a given number to 20 and back from a given number within 10. Show accuracy when counting a group of objects. Say the number one more/less than a given number within 10. Explore sharing into equal groups in practical contexts.</p> <p>Shape, Space and Measure Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. Use and understand the vocabulary <i>before/after</i>. Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. Continue a simple pattern.</p>	<p>Numbers Explore subtraction and addition number facts for numbers to 10. Use their subitising skills to support their calculations. Automatically recall number bonds and subtraction facts within 5. Understand the structure of numbers beyond 10.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities and recognise when one quantity is greater than, less than or the same as the other quantity. Explore number patterns, even and odd numbers, double facts and sharing..</p> <p>Shape, Space and Measure Understand and use correct mathematical language to name and describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Create, copy and continue a simple pattern.</p>
<p>Understanding the World</p> <p style="text-align: center;">Past and Present</p> <p style="text-align: center;">People, Culture and Communities</p> <p style="text-align: center;">The Natural World</p>	<p>Past and Present Discuss how they have changed since birth. Discuss past and upcoming events within their own family. Start to notice and talk about differences between things in the past and now. Explore the meaning of new vocabulary and begin to use in their discussions.</p> <p>People, Culture and Communities Discuss the roles of people in the community around them. Share their experiences of local features of our community and know that places are special. Know that people live in and come from different countries. Explore new vocabulary and begin to use in their discussions.</p> <p>The Natural World Discuss change in seasons including changes to the natural world, weather and our habits. Make observations and use an increasing range of vocabulary. Make simple drawings of natural objects.</p>	<p>Past and Present Discuss images and objects from the past, exploring toys and life on a farm. Listen to, respond and ask questions about characters and objects from the past through images, stories and visits using their growing range of vocabulary.</p> <p>People, Culture and Communities Explore maps and discuss, using their growing vocabulary, the features they notice. Make their own maps. Understand the celebrations that take place in their local community. Share their knowledge of different countries around the world. Locate countries on a world map e.g. China, Australia, North pole.</p> <p>The Natural World Name and describe the features of animals. Exploring different habitats around the world. Talk about their observations and begin to use some specific vocabulary e.g.</p>	<p>Past and Present Describe some similarities and differences between things in the past and now. Explore images and videos from the moon landing, explain their understanding using historical language. Explore how we learn about dinosaurs.</p> <p>People, Culture and Communities Describe places in our local environment e.g. Barton Seagrave, Kettering, spinney, Wicksteed Park. Explore the similarities and differences between life in the UK and life in other countries. Describe similarities and differences between different religious and cultural communities using their growing language skills.</p> <p>The Natural World Explore the natural environment around our school observing closely the animals and plants. Make comparisons between habitats. Describe seasonal changes. Describe materials, make a simple prediction linked to their own experiences and offer simple explanations for their</p>

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			freezing, melting. Drawings show closer observation of details.		observations using a growing knowledge of scientific vocabulary.
RE	What special times do we celebrate?	Why is the nativity story important to Christians?	Where do we belong and what makes it special?	What stories are special and why?	Why is Easter an important time for Christians and what special things do they do at Easter? What is special about the world?
Computing Kapow scheme	Exploring the technology in the provision and role-play equipment.	Computing systems and networks: Using a computer. Learn about the parts of a computer and using the keyboard and mouse.	Programming: All about instructions. Understand the importance of instructions being in order and learn to give simple instructions.	Computing systems and networks: Exploring hardware. Explore different computer hardware and learn to operate a camera.	Programming: Programming Bee-Bots. Learn about directions and explore how to programme a Bee-bot Data Handling: Introduction to data. Sort and categorise data and explore branching databases and pictograms
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Use a variety of media to create pictures, sculptures and collages. Develop cutting skills and use simple ways to join materials. Experiment with colour mixing and use colours for a purpose. Take part in collaborative, creative activities. Retell familiar stories through use of puppets, toys, masks or small-world. Sing familiar songs/rhymes. Suggest a movement to match a piece of music and keep a beat using a musical instrument or body percussion.		Produce more detailed representations and discuss the features they have included. Choose materials to achieve a goal and effect. Explore ways to fix and join materials and continue to develop cutting skills. Explain how they created their model, collage or sculpture and begin to evaluate their creations. Discuss changes or patterns they hear when listening to music and create their own beats with musical instruments /body percussion. Create more complex narratives in their pretend play using expressive language and vocabulary that reflects their growing experiences.		Express themselves through exploring, making and designing using a range of media and materials, combining media and using tools. Add details to their own creations from their own observations of objects or discussions about an artist's work. Explain the processes they have used to create their images, models, sculptures and collages. Make simple evaluations of their own and others' work. Invent, adapt and recount narratives and stories with their peers using their growing language skills. Sing a range of well-known songs and compose their own music. Try to move in time with music.
Visits and Visitors	Spinney walk - Autumn Teddy Bears Picnic Day Emergency services Visits - firefighters and Police Christmas Concert		Toys to explore from Northampton Museum Chinese Restaurant experience/Tasting Chinese food Vet/Veterinary Nurse to Visit World Book Day Chester House Visit including feeding the lambs		Author/illustrator Visit Sports Day Animal/Minibeast experience Exploring habitats around school grounds and spinney

The PRIME and SPECIFIC AREAS are taught through all aspects of learning.
Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across the provision.