
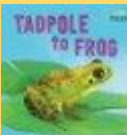





EYFS Long Term Plan		KNOWLEDGE HIERARCHY				RECEPTION			
	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education	
Literacy	Our topics are based around 2-3 quality texts every half term. We have a strong focus on developing a love of reading and reading for pleasure. We develop children's knowledge of the core books we share and re-tell. Our reading areas consist of key texts and stimulating story shelves. Adults model telling stories using props and encourage children to retell stories in play. The reading area includes poems, nursery rhymes, non-fiction and books relating to our topic. There are also books in most areas of our continuous provision. Children in Reception hear at least 1 story a day.								
Mathematics	Ongoing skills developed throughout the year: Link the number symbol with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more/one less than' relationship between consecutive numbers. • Compare length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.								
Summer 1	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Religious Education	
Summer 1 Life-Cycles/Change    Cultural calendar: National Gardening Week	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Describe events in some detail.</p> <p>Use a range of adjectives to describe.</p> <p>Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.</p> <p>Understand and follow complicated instructions.</p> <p>Make up new stories with peers, showing knowledge of story structure to act them out.</p> <p>To use recognise reasons for success or failure in a challenge (plan, do, review)</p> <p>Recall and define specialist vocabulary for the half term.</p> <p>Overall Learning Outcome:</p> <p>the development of children's spoken language underpins all seven areas of learning and development.</p>	<p>Gross-motor skills:</p> <p>To control small games equipment when transporting, collecting and throwing, understanding rules and games.</p> <p>To climb on large scale equipment with increasing control.</p> <p>To travel across more complex obstacle courses including changes of height and recognise the importance of a combination of rolls including refining; teddy bear, forward rolls and where able, an introduction to backwards rolls.</p> <p>To use additional resources to develop further hand-eye coordination including: racquets, and bats and hockey sticks.</p> <p>To aim, roll, track and collect a ball when aiming at a target.</p> <p>To develop improved hand, eye and arm coordination and control when a moving ball using a stick.</p> <p>To develop accuracy and the basics of technique when holding racquets.</p> <p>To begin to develop and notion for the best part of a foot to strike a ball.</p> <p>Fine-motor skills:</p> <p>To safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>To continue to refine the ability to hold a pencil in dynamic tripod grip and near point more consistently to promote better manipulation of writing tools.</p> <p>To develop a more secure technique when using a knife to spread e.g. butter and jam using a knife.</p> <p>To develop more refined accuracy in orthographic correspondence (see handwriting for further information).</p> <p>To further refine accuracy when utilising scissors.</p> <p>To demonstrate control utilising printing tools to create a desired effect.</p> <p>To utilise and dismantle objects and mechanisms using a range of hand actions.</p> <p>To use fine mark-making tools to create texture and pattern in malleable materials (clay / playdough).</p> <p>To develop wrist, arm and shoulder control when using large scale gardening tools including watering cans.</p> <p>Overall Learning Outcome:</p>	<p>To know and talk about the different factors that support their overall wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>To remember rules for safety including: knowing their address, using 999 and how to use a mobile phone in an emergency situation.</p> <p>To develop an improved sense of responsibility and taking ownership of possessions during start and end of day procedures.</p> <p>To engage in more complex and extended turn taking games e.g. Snakes and Ladders, Bingo, Matching Pairs and Jigsaws to develop perseverance and resilience.</p> <p>To read facial expressions and body language, extending the vocabulary of emotions.</p> <p>To use recognise reasons for success or failure in a challenge (plan, do, review).</p> <p>To continue to develop an appreciation for living together harmoniously in the classroom and community, alike.</p> <p>To appreciate and use strategies to help to develop successful friendships.</p> <p>To understand about the importance of how to be responsible when caring for living creatures.</p> <p>To develop an appreciation of how we should treat one another e.g. rules of society – particularly with reference to visitors to school, elderly people, offering seats to one another, opening doors for one another.</p> <p>To recognise a life-cycle, identifying babies, develop into children, adults and then the elderly.</p> <p>Overall Learning Outcome:</p> <p>Care of Living Creatures:</p> <p>How can we help the living creatures in our school garden? Replenishing bug hotel, planting wildflowers for bees</p> <p>To understand the human life cycle; how to be healthy and begin to appreciate the impact of healthy choices.</p> <p>Linked stories:</p> <p>The Bog Baby</p> <p>Greta and the Giants</p> <p>Betsy Buglove and the Bees</p>	<p>Phonics Objectives:</p> <p>Rocket Phonics ar or ur ow ai ear air ure er</p> <p>To read and write sentences including phase 3 digraphs and common exception words – some one said come do so were when have there out little what.</p> <p>To predict the development of the plot and empathise with characters.</p> <p>To make links between texts.</p> <p>To use simple non-fiction books.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>Reading Objectives (taught in each aspect of the chosen text type and phonics programme – through four adult-directed activities and x5 daily phonics input):</p> <p>To continue to develop name awareness of surnames and to use their name-card in their daily tasks.</p> <p>To re-read familiar books to develop confidence in word reading, fluency, understanding and enjoyment.</p> <p>To utilise accurate decoding/blending and segmenting skills, in line with the phonics programme – aiming to read sentences with common exception words.</p> <p>To develop their knowledge of more complex oral story telling language through regular oral reciting.</p> <p>To begin to make more complex inferences from illustrations and short sentences located within the chosen text types as outlined on the long-term plan.</p> <p>To continue to identify and articulate the differences between fiction and non-fiction texts and engage in extended conversations about stories, making predictions about the texts they are reading.</p> <p>To memorise and perform more complex action rhymes and nursery rhymes.</p> <p>Writing Objectives (taught in each aspect of the chosen text type through four adult-directed activities):</p> <p>To develop pupils' abilities to write labels, lists and simple captions as</p>	<p>Ongoing revisits: Provision and Routines. Keeping a calendar to track when butterflies will emerge from cocoons. Measuring how tall we are. Literacy Links: Sequencing seasons (the Growing Story) days of the week (The Very Hungry Caterpillar)</p> <p>Number:</p> <p>To enable pupils to recognise the numerical association and the connected composition from 0-20.</p> <p>To continue to develop accurate 1:1 correspondence for numbers to 20.</p> <p>To orally count beyond 20 – exposing pupils to counting in 2s and 10s and counting backwards in corresponding amounts.</p> <p>To continue to expose pupils to the language of odd and even through the groupings of cubes and numbers and through the subitising of objects to 20.</p> <p>To identify the concept of doubling to 14 including doubling of numbers 1,2,3,4, 5, 6 and 7.</p> <p>To compose simple number calculations adding and subtracting within 20 – developing further automaticity of number bonds to 20 and associated language of addition, subtraction and equals.</p> <p>To identify odd and even numbers up to 20 and recognise how to group numbers to calculate whether they have an odd/even sum from two different addends.</p> <p>Numerical Patterns:</p> <p>To revisit o'clock – and that there are 12 numbers on a clock face.</p> <p>To revisit that the hands on a clock face point to numbers and that when the big hand is on 12, it points to o'clock.</p> <p>To continue to revisit and revise, copy and continue repeating patterns as part of more complex continuous provision and explicit mathematics teaching.</p> <p>To revisit from autumn and spring: ensuring that children can recognise shapes in their environment and describe their position accurately utilising prepositional phrases as per Development Matters (e.g., on top of, underneath, behind, in front, over, beside, around and through.) so that they can create a map and represent locations and buildings on a map.</p>	<p>Links to Science</p> <p>To understand the beginning of a life-cycles – through the development of a tadpole to a frog and a caterpillar to a butterfly as well as baby to an elderly person.</p> <p>To understand that some animals transform or have metamorphose into other creatures.</p> <p>To develop their use of scientific vocabulary when articulating the life-cycle of the creatures.</p> <p>Links to History (The Growing Story)</p> <p>Class timeline</p> <p>To show children pictures of Birtley from 100 years ago to present day – what has changed and what is different? To articulate their findings about present/past events. .</p> <p>To compare and contrast figures from the past with referencing to an occupation e.g., police officers – what is different about the way in which they dress now and how has their uniform evolved over time?</p> <p>To analyse how transportation changed throughout the time period specified.</p> <p>To add in baby photos/toddler photos.</p> <p>To describe the ways in which they have changed since starting school</p> <p>Links to Geography</p>  <p>To begin to recognise and develop an appreciation for countries surrounded by sea – identify the polar regions and Antarctica – utilising the class carpet as a regular tool of reference for pupils.</p> <p>To develop pupils' use of the word 'continent' and 'oceans' when describing Earth's features.</p> <p>To begin to draw and create a map using real pictures/objects or symbols i.e. A map to show where the class butterflies fly away to in Birtley.</p> <p>To understand and demonstrate how to care newly planted flowers - exploring the natural world around them.</p> <p>Supplementary Text</p>  <p>Overall Learning Outcome:</p> <p>Children explore how they have changed from being a baby to the present day. Children develop understanding that lifecycles apply to animals and</p>	<p>Tools</p> <p>To use a wide range of tools at a developmentally appropriate level, selecting the most appropriate tool for the job in question – demonstrating increasing control and confidence.</p> <p>To use tools safely and with increasing control and confidence</p> <p>Colours</p> <p>To use self-service paint bar mixing colours without fear ensuring that their colour product matches their chosen purpose.</p> <p>Mark Making</p> <p>Children now access a broad range of mark making tools, including finer pens/ pencils for those who are ready</p> <p>To use drawing to begin to represent feelings.</p> <p>To develop an enhanced ability to draw from direct observation.</p> <p>Recycled Materials</p> <p>To use of a wider range of recycled materials to create detailed models (i.e. a car with wheels/ a house with furniture) and can continue to review improvements.</p> <p>Ideas and Inspiration</p> <p>Looking at the work of artists and incorporating ideas into our own work</p> <p>Development Matters for Music</p> <p>To keep a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p> <p>To tap a rhythm to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</p> <p>To create a rhythm using instruments and body percussion.</p> <p>To demonstrate more confidence when following basic notation using tuned percussion e.g. bells/boom whackers to follow a simple and familiar nursery rhyme.</p> <p>Focus song:</p> <p>The Growing Song/If I were a butterfly</p> <p>Rhymes</p> <p>When I was one Wiggly Woo Here is the Beehive Five Little Speckled Frogs</p>	<p>Knowledge and Understanding</p> <p>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</p> <p>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</p> <p>Sing songs, make music and dance to express religious stories.</p> <p><u>Pentecost – Serving: Good News</u></p> <p>Understand that everyone has Good News to share.</p> <p>Know that Pentecost is the celebration of the Good News of Jesus.</p> <p>Recognise religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.</p> <p><u>Reconciliation – Interrelating: Friends</u></p> <p>Understand successful friendships.</p> <p>Know that Jesus had good friends.</p> <p>Understand what Jesus tells us about friendship (Jesus' rule).</p> <p>Recognise that Christians show love for one another because Jesus asked them to do so.</p>	

	<ul style="list-style-type: none"> ●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. 		<p>ELG: Building Relationships</p> <ul style="list-style-type: none"> ●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. 	<p>including some common exception words.</p> <p>ELG: Writing</p> <ul style="list-style-type: none"> ●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. 	<p>facts and how quantities can be distributed equally.</p>	<p>ELG: The Natural World</p> <ul style="list-style-type: none"> ●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. 		
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