

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Ourselves</b> All about me, my family and where I live. Familiar stories and experiences. Rules and routines of school</p>	<p><b>Once Upon a Time</b> Fairy Tales and Nursery Rhymes</p>	<p><b>Amazing Animals</b> Pets, farms, moving onto jungle, arctic and desert animals. Incorporating animal body parts, habitats, animal care and animals that help us.</p>	<p><b>Superhuman</b> People within our own family and community, emergency services. Superheroes through literature.</p>	<p><b>Grow</b> Growing our own food, being healthy, eating and being active including sports. Plants and flowers. Minibeasts.</p>	<p><b>Let's Move</b> Travel, journeys and transport. Holidays, staying safe in the sun. Exploration, travel and discovery. Looking ahead and transition to Year 1.</p>
<p><b>Text used for Literacy and Provision</b></p> <p><b>Talk 4 Writing texts are highlighted in red</b></p>	<ul style="list-style-type: none"> <li>Kipper's Birthday</li> </ul> <p>Book hook: Decorate the classroom with birthday balloons and banners.</p> <ul style="list-style-type: none"> <li>Funny Bones</li> </ul> <p>Book hook: Bury bones in the outdoor sand pit.</p>	<ul style="list-style-type: none"> <li><b>We're Going on a Bear Hunt</b></li> </ul> <p>Book hook: Put out bear footprints leading to the outdoor tunnel. Show an Fx Guru clip of a bear in the outdoor tunnel.</p> <ul style="list-style-type: none"> <li><b>Goldilocks and the Three Bears</b></li> </ul> <p>Book hook: Create a Goldilocks crime scene with 3 bowls of porridge, 3 chairs, police tape, CCTV footage, locks of hair and muddy footprints on the floor.</p> <ul style="list-style-type: none"> <li><b>Goldilocks and the Three Dinosaurs</b></li> </ul> <p>Book hook: Goldilocks trapped by dinosaurs.</p> <ul style="list-style-type: none"> <li>The Nativity Story</li> </ul> <p>Book hook: Video from Santa Clause.</p>	<ul style="list-style-type: none"> <li><b>The Three Little Pigs</b></li> </ul> <p>Book hook: Have sticks, straw and a pile of bricks cornered off with cones and police tape.</p> <ul style="list-style-type: none"> <li><b>Dear Zoo</b></li> </ul> <p>Book hook 1: Have a box with an animal hidden inside with a 'from the zoo' label attached. Hook 2: Create a trashed classroom and a FX Guru video to show a zoo escape in the classroom</p> <ul style="list-style-type: none"> <li><b>Handa's Surprise</b></li> </ul> <p>Book hook: Have a basket of fruit from the story and begin by encouraging the children to explore the fruits and describe them.</p>	<ul style="list-style-type: none"> <li>Mr Wolf's Pancakes</li> </ul> <p>Book hook: Have some floury footsteps going from the classroom to the kitchen. Who could it be?</p> <ul style="list-style-type: none"> <li>Alan's Big Scary Teeth</li> </ul> <p>Book hook: Have some fake teeth in the classroom. Who do they belong too?</p> <ul style="list-style-type: none"> <li><b>Supertato</b></li> </ul> <p>Book hook 1: Set up a crime scene with vegetables tied up. Hook 2: Have vegetables frozen in ice and explain that the Evil Pea is out of the freezer again.</p> <ul style="list-style-type: none"> <li>Zog and the Flying Doctors</li> </ul> <p>Book hook:</p>	<ul style="list-style-type: none"> <li>Jack and the Beanstalk</li> </ul> <p>Book hook 1: Have different types of beans on the floor in the outdoor area. What are they? Where have they come from? What might grow? Hook 2: Find giant footprints in the classroom.</p> <ul style="list-style-type: none"> <li>The Enormous Turnip</li> </ul> <p>Book hook: Have a large papier mache turnip in the outdoor area. Ask the children to help you remove the turnip.</p> <ul style="list-style-type: none"> <li><b>The Hungry Caterpillar</b></li> </ul> <p>Book hook 1: Have a package arrive with a butterfly garden inside. What is it? What might happen? Hook 2: Observe changes to the caterpillars in the butterfly garden. What has happened to the caterpillars? How have they changed?</p>	<ul style="list-style-type: none"> <li><b>The Gingerbread Man</b></li> </ul> <p>Book hook 1: Have a trail of crushed gingerbread man leading to half eaten gingerbread man. What has happened? Hook 2: FX Guru clip of a gingerbread man in the classroom.</p> <ul style="list-style-type: none"> <li>The Naughty Bus</li> </ul> <p>Book hook 1: Receive a little box. What do you think could be inside? Open it up to find a bus. Hook 2: Find the outdoor area in a mess. Who could have done it?</p> <ul style="list-style-type: none"> <li><b>Information on Transport</b></li> </ul> <p>Text hook: Go on a train ride to the nature garden and find a train book. Discuss what vehicles they can see going over the bridge on the dual carriageway.</p>

				<p>Show a medical bag with items from the story. Who does this bag belong too?</p>		<ul style="list-style-type: none"> <li>The Snail and the Whale</li> </ul> <p>Book hook 1: Find a silvery snail trail message in the classroom. Who do you think might have left this message? What animals leave a silvery trail? Hook 2: Find a postcard from the snail to the class. Open it up - Who could it be from?</p>
<p><b>Communication and Language</b> <i>*Focused vocabulary will be introduced in Word Warrior weekly (10 words a week) which is linked to the current focus text and topic</i></p>	<ul style="list-style-type: none"> <li>Finding out how to be a good listener</li> <li>Listening and responding to stories</li> <li>Setting and understanding the class rules</li> <li>Beginning to pay attention to more than one thing at a time</li> </ul>	<ul style="list-style-type: none"> <li>Can remember things from the story.</li> <li>Can follow instructions involving more than one part.</li> <li>Taking turns when listening and speaking</li> <li>Beginning to ask their own questions</li> <li>Able to speak in complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day</li> <li>Can listen attentively in a range of situations</li> <li>Listen carefully to stories and make relevant comments and predict events.</li> <li>Builds up vocabulary that reflects the breadth of personal experiences.</li> <li>Can retell a simple past event in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day</li> <li>Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>Understanding how and why questions.</li> <li>Uses talk to connect ideas, explain what is happening and anticipate future events and reflect on past events</li> </ul>	<ul style="list-style-type: none"> <li>Continue to apply their new vocabulary and previously taught vocabulary throughout the day</li> <li>Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>Able to ask how and why questions</li> <li>Re-tell a story using repetition and words from a known text.</li> <li>Begin to talk about non-fiction texts and what they found out</li> </ul>	<ul style="list-style-type: none"> <li>Continue to apply their new vocabulary and previously taught vocabulary throughout the day and in a range of contexts</li> </ul>
<p><b>PSED</b> (Use Rainbow Drop videos/ stories from One Decision) <b>PSED threaded through everyday rules and routines</b></p>	<ul style="list-style-type: none"> <li>Comes into school happily</li> <li>Developing the confidence to try new activities</li> <li>Playing turn taking games</li> <li>Learning the names of the other children in the class</li> <li>Be able to discuss their feelings and how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express their interests</li> <li>Begin to share and cooperate with peers unaided</li> <li>Begin to help and reassure others when they are upset</li> <li>Begin to reflect on their own behaviour when not in accordance with the rules</li> </ul>	<ul style="list-style-type: none"> <li>Sharing ideas with friends.</li> <li>Understanding how to tackle challenges</li> <li>Sharing goals</li> <li>Setting goals</li> <li>Using kind words to encourage people.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing future jobs.</li> <li>Talking about feelings with a focus on feeling proud.</li> <li>Begin to self-evaluate their work</li> <li>Begin to understand why oral hygiene is important</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to keep my body healthy.</li> <li>Understanding and making healthy eating choices.</li> <li>Understand why we need sleep.</li> <li>The importance of washing hands and how to do it thoroughly.</li> <li>Begin to discuss stranger danger.</li> </ul>	<ul style="list-style-type: none"> <li>Working towards achieving our school values - REACH</li> <li>Regulates/ discusses emotions using Zones of Regulation</li> </ul>

## EYFS Long Term Plan 2023-24

	<ul style="list-style-type: none"> <li>Increasingly follow the class rules</li> <li>Introduce REACH values/ Zones of Regulations</li> </ul>	<ul style="list-style-type: none"> <li>Refer to zones of regulation to talk about feelings/ behaviour</li> </ul>				
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Dough Disco/ Squiggle Whilst you Wiggle</li> <li>Locomotion skills in PE</li> <li>Copy names</li> <li>Join in with a range of activities to develop fine and gross motor control</li> <li>Can put coat on independently</li> <li>Begin to use a knife and fork</li> </ul>	<ul style="list-style-type: none"> <li>Dough Disco/ Squiggle Whilst you Wiggle</li> <li>Stability skills in PE</li> <li>Can write the letters in their name</li> <li>Beginning to form set 1 sounds</li> <li>Developing a tripod grip</li> <li>Can zip a coat up to help their friend</li> <li>Join in with a range of activities to develop fine and gross motor control</li> <li>Continue to practise cutting skills and use of other simple tools</li> </ul>	<ul style="list-style-type: none"> <li>Dough Disco</li> <li>Continue to introduce and practise the correct formation of letters</li> <li>Jungle Dance in PE</li> <li>Can zip their coat up independently</li> <li>Developing a tripod grip</li> <li>Join in with a range of activities to develop fine and gross motor control</li> <li>Continue to practise cutting skills and use of other simple tools</li> </ul>	<ul style="list-style-type: none"> <li>Continue to practise the correct formation of the letters of the alphabet and numerals 0-9</li> <li>Focussing on developing a tripod grip for those still children who have not developed this</li> <li>Gymnastics in PE</li> <li>Join in with a range of activities to develop fine and gross motor control</li> <li>Continue to practise cutting skills and use of other simple tools</li> </ul>	<ul style="list-style-type: none"> <li>Focussing on developing a tripod grip for those still children who have not developed this</li> <li>Continue to practise the correct formation of the letters of the alphabet and numerals 0-9</li> <li>Movement skills and Object Manipulation in PE</li> <li>Awareness of healthy eating and how to keep our bodies healthy</li> <li>Join in with a range of activities to develop fine and gross motor control</li> <li>Continue to practise cutting skills and use of other simple tools</li> </ul>	<ul style="list-style-type: none"> <li>Focussing on developing a tripod grip for those still children who have not developed this</li> <li>Continue to practise the correct formation of the letters of the alphabet and numerals 0-9</li> <li>Athletics and Target Games</li> <li>Join in with a range of activities to develop fine and gross motor control (includes scissor skills)</li> <li>Use a knife and fork accurately at lunch times</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Set 1 sounds introduced.</li> <li>Can recognise and write some or all of their name</li> <li>Teaching letter formation</li> <li>Write some initial sounds correctly</li> <li>Beginning to hear and say some initial sounds such as the sound in their name.</li> <li>Look at books and talk about the pictures</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate Set 1 sounds</li> <li>Securely writing their first name independently</li> <li>Correctly forming set 1 sounds</li> <li>To begin to write some cvc words.</li> <li>Read individual letters by saying sounds for them and are beginning to orally blend cvc words</li> <li>To begin to make some prediction about stories</li> </ul>	<ul style="list-style-type: none"> <li>To read and write using phonics skills</li> <li>Guided reading sessions introduced</li> <li>Begin to make sense of simple sentences</li> <li>To begin to write simple sentences and captions.</li> <li>Orally create a simple story</li> <li>Continue to learn the HFWs and red words alongside reading.</li> <li>Beginning to read cvc words</li> </ul>	<ul style="list-style-type: none"> <li>Set 2 RWI sounds introduced</li> <li>Identify characters and settings in fictional texts</li> <li>An awareness of non-fiction texts</li> <li>To write simple sentences more independently</li> <li>To begin to know letter names.</li> <li>Continue to learn the HFWs and red words alongside reading.</li> <li>Beginning to read simple phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating set 2 RWI</li> <li>Begin to use vocabulary from non-fiction texts</li> <li>To write simple sentences with a capital letter and a full stop, that can be read by themselves and others.</li> <li>Continue to learn the HFWs and red words alongside reading.</li> <li>Beginning to read simple phrases and sentences with a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read and apply set 2 sounds</li> <li>Begin to notice some features of a fiction and a non-fiction text</li> <li>To write simple sentences with a capital letter and a full stop that can be read by themselves and others</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Apply some HFW and red words to their writing</li> <li>Continue to learn the HFWs and red words alongside reading.</li> </ul>

# EYFS Long Term Plan 2023-24

<b>Maths (Broadbent Maths)</b>	<p><b>Unit 1 Counting and number (1)</b></p> <ul style="list-style-type: none"> <li>- Recite the order of the number words to at least 5</li> <li>- Count reliably at least 5 objects, recognising that when rearranged the number of objects stays the same</li> <li>- Understand that the last number in the count represents the set as a whole</li> <li>- Sort and match objects in a set</li> </ul>	<p><b>Unit 4 Measures and time (1)</b></p> <ul style="list-style-type: none"> <li>- Use everyday language to talk about size, weight, capacity</li> <li>- Compare two items by length or height and say which is longer and which is shorter</li> <li>- Compare two items by weight and say which is heavier and which is lighter</li> <li>- Compare the capacity of two containers and say which holds more</li> <li>- Use language related to time such as before, after, long time, short time</li> <li>- Recognise things that happen in the morning, afternoon and night</li> <li>- Recognise and name days of the week, using them in context</li> </ul>	<p><b>Unit 7 Shape, pattern and position (2)</b></p> <ul style="list-style-type: none"> <li>- Make patterns with objects and shapes</li> <li>- Draw pictures and patterns using 2D shapes</li> <li>- Build and describe models made with construction kits</li> <li>- Compare shapes in the environment and recognise similarities and differences</li> <li>- Describe where objects are using positional words, eg 'under', 'next to', 'over'</li> </ul>	<p><b>Unit 10 Addition and subtraction (2)</b></p> <ul style="list-style-type: none"> <li>- Add one more to a set of objects to 10 and say how many</li> <li>- Take one away from a set of objects to 10 and say how many</li> <li>- Combine and count all the objects in two sets to make a total up to 10</li> <li>- Add objects to a set of up to 10 objects and work out the total</li> <li>- Subtract objects from a set of up to 10 objects and work out the number left</li> </ul>	<p><b>Unit 13 Addition and subtraction (3)</b></p> <ul style="list-style-type: none"> <li>- Partition numbers to 10 in different ways</li> <li>- Combine and count all the objects in two sets to make a total up to 10, counting on from one of the sets</li> <li>- Count on from a number on a number line to 10 to add numbers together</li> <li>- Count back from a number on a number line to 10 to take away a number</li> </ul>	<p><b>Unit 16 Shape, pattern and position (4)</b></p> <ul style="list-style-type: none"> <li>- Sort and re-sort shapes and describe properties</li> <li>- Name shapes, describing some generalised properties of each shape</li> <li>- Make repeating patterns with shapes</li> <li>- Identify shapes in different positions and orientations</li> <li>- Recognise the face shapes of solid shapes</li> <li>- Recognise simple shapes and objects that show reflection and symmetry</li> </ul>
	<p><b>Unit 2 Counting and number (2)</b></p> <ul style="list-style-type: none"> <li>- Recite the order of the number words to at least 10</li> <li>- Count at least 10 objects with 1:1 correspondence, with accurate partitioning</li> <li>- Count sounds and objects without touching them</li> <li>- Subitise (recognise quantities without counting) up to 5</li> <li>- Estimate the number of objects to 5 in a set and count to check</li> <li>- Recognise and begin to write numerals to 5</li> <li>- Count and match objects to numerals to 5</li> </ul>	<p><b>Unit 5 Counting and number (3)</b></p> <ul style="list-style-type: none"> <li>- Count forwards and backwards to 5</li> <li>- Count reliably at least 10 objects, recognising that when rearranged the number of objects stays the same</li> </ul>	<p><b>Unit 8 Counting and number (4)</b></p> <ul style="list-style-type: none"> <li>- Count forwards and backwards along a number track to 10</li> <li>- Estimate the number of objects to 10 in a set and count to check</li> <li>- Use before, after, next, middle to describe the position of numbers on a number track</li> <li>- Represent numbers to 10 using fingers or marks on paper</li> <li>- Write numerals to 10</li> <li>- Count and match objects to numerals to 10</li> </ul>	<p><b>Unit 11 Shape, pattern and position (3)</b></p> <ul style="list-style-type: none"> <li>- Make pictures and patterns with lines</li> <li>- Recognise and name squares, triangles and circles in the environment</li> <li>- Describe flat shapes and compare properties, such as the number of sides</li> <li>- Recognise and name some solid shapes, including cube and cylinder</li> <li>- Sort solid shapes and compare properties, such as whether they roll or stack</li> </ul>	<p><b>Unit 14 Money (2)</b></p> <ul style="list-style-type: none"> <li>- Recognise, name and match 20p, 50p and £1 coins</li> <li>- Exchange 1p, 2p and 5p coins for 10p</li> <li>- Use 1p and 2p coins to make totals to 10p</li> <li>- Take away 1p coins from small amounts to give change</li> </ul>	<p><b>Unit 15 Counting and number (5)</b></p> <ul style="list-style-type: none"> <li>- Count and know the position of numbers on a number track to 20</li> <li>- Use first, second and last to describe position in order</li> <li>- Count a given number of objects from a larger set up to 20</li> <li>- Put objects into equal groups of 2, 5 or 10 and count the groups and totals</li> </ul>

**Unit 9 Money (1)**

- Sort coins and make sets
- Recognise and name 1p, 2p, 5p and 10p coins

**Unit 12 Measures and time (2)**

**Unit 18 Measures and time (3)**

- Use uniform non-standard units such as cubes to measure lengths

## EYFS Long Term Plan 2023-24

		<p><b>Unit 3 Shape, pattern and position (1)</b></p> <ul style="list-style-type: none"> <li>- Describe and sort natural shapes</li> <li>- Arrange and describe simple linear patterns involving objects and shapes</li> <li>- Build and describe models made with boxes and objects</li> <li>- Sort objects in different ways and describe why they were sorted in that way</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise numerals to 10 in the environment</li> <li>- Recognise zero as the empty set</li> <li>- Write numerals to 5</li> <li>- Match numerals to 5 to a given number of objects</li> </ul> <p><b>Unit 6 Addition and subtraction (1)</b></p> <ul style="list-style-type: none"> <li>- Add one more to a set of objects to 5 and say how many</li> <li>- Take one away from a set of objects to 5 and say how many</li> <li>- Combine and count all the objects in two sets to make a total up to 5</li> <li>- Partition numbers to 5 in different way</li> </ul>	<ul style="list-style-type: none"> <li>- Match 1p, 2p, 5p and 10p coins</li> <li>Know the value of 1p, 2p, 5p and 10p coins</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and order the length or height of three or more items</li> <li>- Compare and order the weight of three or more items</li> <li>- Compare and order the capacity of three or more containers</li> <li>- Sequence everyday activities and events</li> <li>- Use simple timing methods to measure short periods of time</li> <li>- Know some of the important months of the year, including birthdays and festivals</li> </ul>	<ul style="list-style-type: none"> <li>- Put sets of objects of the same number together and relate to doubling</li> <li>Share objects equally between two and relate to halving</li> </ul>	<ul style="list-style-type: none"> <li>- Use uniform non-standard units on a balance to measure weights</li> <li>- Use the language of approximation to compare capacities and check by pouring</li> <li>- Recognise a minute as a unit of time</li> </ul> <p>Recognise some hour times on analogue and digital clocks</p>
<p><i>Understanding the World</i></p>	<p><b>Links to history</b></p> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>• Comments on fictional characters in stories</li> <li>• Shares likes and dislikes</li> <li>• Comments on fictional characters in stories</li> <li>• Shares some</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about themselves. Able to say who they are and who they live with, including pets.</li> <li>• Can briefly talk about some members of their family. Sharing information about their families and finding out about other families</li> <li>• Family and discussing the different members in their families</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about past and upcoming events with their immediate family</li> <li>• Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) and the key differences between what they can/can't do.</li> <li>• Historical figures- Guy Fawkes</li> </ul>	<ul style="list-style-type: none"> <li>• Homes from the past. Discuss similarities and differences between homes now and homes from the past</li> <li>• Begin to sequence images of homes from the past to show how they have changed.</li> <li>• Historical figures- David Attenborough</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an interest in different occupations (nurse, doctor, police, fire...)- ongoing visits throughout this term.</li> <li>• Talks about a wider range of occupations (electrician, plumber etc) . Is able to discuss different occupations of family members and discuss similarities and differences.</li> <li>• Can identify emergency situations and knows who to call</li> </ul>	<p><i>Geography focus</i></p>	<ul style="list-style-type: none"> <li>• Transport over time. Discuss similarities and differences in transport today and from the past</li> <li>• Heritage week- mapping</li> <li>• Historical figures- Neil Armstrong</li> </ul>

	<p>similarities between characters, figures or objects</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, sharing similarities and differences</li> <li>• Learning journey class book-talking about what we done throughout the year.</li> </ul>						
	<p><b>Links to Geography</b></p>	<ul style="list-style-type: none"> <li>• Explore our local school environment</li> <li>• Knows that we live in Boston which is a town in England.</li> <li>• Knows that we go to Boston Pioneers Academy, the school road name and town</li> </ul>	<ul style="list-style-type: none"> <li>• Knows where they live (house, flat, bungalow)</li> <li>• Knows own address and parents' name</li> <li>• Can explain features of different types of homes (house, caravan, bungalow, flat)</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that there are different countries in the world</li> <li>• Knows that different countries have different homes</li> <li>• Can identify similarities and differences between homes in our country and other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about different types of weather- link to each season</li> <li>• Similarities and differences between types of weather</li> <li>• Compare hot/ cold countries, animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what they see in their own environment (school/home) using a wide vocabulary</li> <li>• Talk about local environments (their road, the park, library, Boston)</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Comparing where people live. Share the story 'The Town Mouse and The Country Mouse'.</li> <li>• Look at different environments in the world e.g., desert, rainforest, artic, ocean.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows what a map is used for.</li> <li>• Identifies features on a simple map (trees, house, river, mountain)</li> <li>• Can use maps to locate objects in 'real life'</li> </ul>

# EYFS Long Term Plan 2023-24

						<p>Discuss the similarities and differences between the environments.</p> <ul style="list-style-type: none"> <li>Use pictures to compare and contrast environments around the world. Link to plants from around the world.</li> </ul>	
	<p><b>Links to computing (Throughout each term talk/ learn about staying safe online)</b></p>	<ul style="list-style-type: none"> <li>Explore technology including iPads, interactive whiteboard</li> <li>Create digital content e.g., digital art</li> </ul>	<ul style="list-style-type: none"> <li>Play games on the interactive whiteboard to understand how to trigger a specific outcome</li> <li>Begin to talk about technology and where to find it</li> </ul>	<ul style="list-style-type: none"> <li>Follow steps to programme moving toys e.g., remote control cars, beebots</li> <li>Recognise when code doesn't work</li> <li>Begin to find ways to record coding</li> </ul>	<ul style="list-style-type: none"> <li>Children to use technology to take photos of their own creations</li> <li>Begin to sort photos they have taken</li> </ul>	<ul style="list-style-type: none"> <li>To operate digital technology to fulfil a task e.g. use chatterpix to re-tell a story</li> </ul>	<ul style="list-style-type: none"> <li>Learn about staying safe online</li> <li>As a class, create a film to recount a trip or story re-telling</li> </ul>
	<p><b>Links to RE</b></p>	<ul style="list-style-type: none"> <li>Introduce people who belong to a religious group</li> <li>Explore religions using stories and how it is important to people</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand special jobs linked to religion</li> <li>Begin to recognise key significant people in different religions e.g. Jesus, Guru Nanak, Prophet Muhammad</li> <li>Christmas story linked to the nativity</li> <li>People that are special to them</li> </ul>	<ul style="list-style-type: none"> <li>Explore special books</li> <li>Religious stories e.g. the lost sheep, the good Samaritan, Mohammed and the spider</li> <li>Introduce special books for different religions</li> </ul>	<ul style="list-style-type: none"> <li>Looking at special things</li> <li>Introduce objects that are special for different religious groups e.g. cross, prayer mat etc.</li> <li>Easter story</li> </ul>	<ul style="list-style-type: none"> <li>Special places</li> <li>Introduce places of worship</li> <li>Visit a church- St Botolph's Church</li> <li>Explore artefacts from different religions</li> </ul>	<ul style="list-style-type: none"> <li>Look at our natural world</li> <li>Explore Christian and Hindu creation story</li> <li>Discuss how to care for the environment</li> </ul>
	<p><b>Links to science</b></p>	<ul style="list-style-type: none"> <li>Name parts of the body</li> <li>Explore their senses</li> <li>Cooking using their senses</li> <li>Make observations about parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Begin to name different materials</li> <li>Explore floating and sinking</li> <li>Explore changes of state with materials</li> <li>Ask and answer questions about in familiar contexts about light and dark</li> </ul>	<ul style="list-style-type: none"> <li>To sort things into living and non-living</li> <li>To compare animals talking about similarities and differences</li> <li>To ask and answer scientific questions about observations</li> <li>Select materials to create different habitats</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles- Living Eggs experience and observing changes over time</li> <li>Looking at different occupations e.g., firefighter, police officer, doctor, dentist, optician, local businesses, staff in shops, local businesses</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles- plants/ butterflies</li> <li>Planting and growing from a seed and a bulb</li> <li>Observe, comment and record results of growing</li> <li>Look at farming, which animals live on a farm and what grows there</li> <li>Understand the job of a farmer</li> </ul>	<ul style="list-style-type: none"> <li>Compare a range of life cycles</li> <li>Explore and talk about different forces</li> <li>To sort things by magnetic/non-magnetic</li> <li>Begin to understand how magnets work</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p><b>Links to Art</b></p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>Drawing skills</li> <li>Beginning to draw self-portraits</li> </ul>	<p><u>Printing</u></p> <p>Print with small blocks, small sponges, fruit, shapes and other</p>	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>Use pre-made paints and are able to name colours</li> </ul>	<p><u>Collage</u></p> <ul style="list-style-type: none"> <li>Join items in a variety of ways - Sellotape, masking tape, string, ribbon</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>Children are able to draw things that they observe -</li> </ul>	<p><u>Sculptures</u></p> <ul style="list-style-type: none"> <li>Manipulates clay (rolls, cuts, squashes, pinches, twists...)</li> </ul>

## EYFS Long Term Plan 2023-24

	<ul style="list-style-type: none"> <li>• Begin to draw facial features</li> <li>• Drawing bodies appropriate for the size and including limbs and specific features</li> </ul>	<ul style="list-style-type: none"> <li>• resources to create wrapping paper</li> <li>• Create patterns or meaningful pictures when printing e.g., Rangoli patterns</li> <li>• Print with large blocks and larger sponges</li> <li>• Print with a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Mix primary colours to appropriate consistency</li> <li>• Able to mix primary colours to make secondary colours</li> <li>• Add white or black paint to alter tint or shade</li> <li>• Colour matching to a specific colour and shade</li> <li>• Painting with different tools</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to secure boxes, toilet rolls, decorate bottles to make their own superhero</li> <li>• Improved vocab relating to materials - flexible, rigid</li> </ul>	<p>linked to observational drawings of flowers and vegetables they have grown</p> <ul style="list-style-type: none"> <li>• Children are able to draw simple things from memory</li> <li>• Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</li> </ul>	<ul style="list-style-type: none"> <li>• Makes something that they give meaning to</li> <li>• Makes something with clear intentions- e.g. a hot air balloon</li> <li>• Builds models which replicate those in real life.</li> <li>• Can use a variety of resources - loose part play</li> </ul>
<p><i>Links to Music (Charanga)</i></p>	<ul style="list-style-type: none"> <li>• Sing a variety of songs both accompanied and unaccompanied including action songs</li> <li>• Speak/chant or sing short phases/responses with an awareness of the pulse (steady beat)</li> <li>• Identify singing voice and begin to develop an awareness of pitch using a limited range of notes</li> <li>• Co-ordinate actions to go with a song</li> <li>• Make changes in their voices to express different moods/feeling</li> <li>• Follow a leader, starting and stopping together, responding to verbal cues and hand signals</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the difference between the pulse (steady beat) and rhythm</li> <li>• Explore the use of words and syllables to represent rhythms</li> <li>• Explore different sounds made by the voice, body and classroom percussion</li> <li>• Explore conventional notation; minim, crotchet, crotchet rest and quaver</li> <li>• Perform simple patterns by echoing/repeating</li> <li>• Copy a simple rhythm played on an instrument and perform the rhythmic pattern of a word or phrase demonstrating a developing awareness of the pulse (steady beat)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore loud and quiet sounds</li> <li>• Explore fast and slow sounds</li> <li>• Explore long and short sounds</li> <li>• Explore high and low sounds</li> <li>• Explore thick and thin textures</li> <li>• Understand that the melody is the main tune in a piece of music</li> <li>• Explore basic structural concepts; repeat, echo, pattern and sequence</li> <li>• Explore how some sections of songs are the same (repeat) and some are different</li> <li>• Perform simple melodic patterns comprising of one or two notes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the way in which instruments are played (tapped, blown, scraped, shaken etc.)</li> <li>• Explore how different materials create different sounds (such as wood, metal and skin)</li> <li>• Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with a sense of purpose</li> <li>• Play with an awareness of contrasts in musical dimensions (e.g. loud/quiet, fast/slow, long/short etc.)</li> <li>• Play instruments showing an awareness of others</li> <li>• Recognise the sound of, identify and name the percussion instruments used in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify the key features of a piece of music including extreme dimensional contrasts (e.g. fast and slow)</li> <li>• Recognise and identify the pulse of a piece of music and when sections are the same and different</li> <li>• Recognise and respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs)</li> <li>• Begin to respond using musical terms (e.g. loud/quiet)</li> </ul> <p style="text-align: center;">Begin to respond using the correct terminology to describe musical features (e.g. melody, pulse, rhythm)</p>	<ul style="list-style-type: none"> <li>• Explore how sounds can be used in a particular order (sequence) for effect</li> <li>• Explore the use of graphics/symbols to portray sounds and create a score</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Create and manipulate different effects on a sound source or instrument</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Evaluate the effectiveness of a chosen sound to represent a particular effect using basic musical language</li> </ul>





## EYFS Long Term Plan 2023-24

<b>Ongoing</b>	<ul style="list-style-type: none"><li>- Daily weather charting and time, seasonal observations linked to own setting</li><li>- <i>UW talk about familiar images and situations from the past</i></li></ul>
----------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Children's interests are still taken into account and followed