



Greenfields Federation

Littlehaven Infant School

Long Term Plan

Long Term Plan: EYFS

Long Term Planning						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Possible Topics	Here I am This is me You've got a friend in me	Let's celebrate Let's party	Up in the clouds Reception to the rescue The great fairytale disaster	Into the woods Reception to the rescue Ready, steady, cook!	Let's roar Let's investigate: Insects are interesting	Let's roar Let's investigate: What a wild world
Possible Trips/Experiences	n/a - baseline	Pantomime Bonfire Party Father Christmas visit	Theatre group Visit to a show	Walk to Leechpool woods Shop visit/bakery Fire service visit	Walk to Horsham park Pulborough Brooks	Museum visit Farm visit
PSHE Value Jigsaw/Core and British values	Being me in my world Independence Rule of law	Celebrating difference Respect Mutual respect and tolerance	Goals and dreams Perseverance Democracy	Healthy me Teamwork Individual Liberty	Relationships Reflect Mutual respect and tolerance	Changing me Review of all Individual liberty
Quality Text	Oi Frog etc Giraffe's can't dance Bumblebear The Lion inside	The colour monster The squirrels that squabbled Fergal is fuming	Cloudland Traditional tales The great fairytale disaster Winston the book wolf	Fairytales, including alternatives Supertato The very hungry caterpillar	Mad about dinosaurs Dinosaur Roar What the ladybird heard	Where's the elephant Tidy Spyder

Growing Together, Aiming High

Characteristics of learning	<ul style="list-style-type: none"> -Finding out and exploring -Being involved and concentrating -Having their own ideas 	<ul style="list-style-type: none"> -Being willing to have a go -Playing with what they know -Finding out and exploring 	<ul style="list-style-type: none"> -Keeping on trying -Enjoying achieving what they set out to do -Making links 	<ul style="list-style-type: none"> -Having their own ideas -Enjoying achieving what they set out to do -Choosing ways to do things 	<ul style="list-style-type: none"> -Making links -Playing with what they know -Being willing to have a go 	<ul style="list-style-type: none"> -Choosing ways to do things -Being involved and concentrating -Keeping on trying
CL (literacy)	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Explore meaning and sounds of new words.</p>	<p>Two channelled attention – can listen and do for a short span. Introduces a storyline or narrative into their play.</p>	<p>Uses language to imagine and recreate roles and experiences. Extends vocabulary</p>	<p>Responds to instructions involving a two-part sequence. Links statements and sticks to a main theme or intention.</p>	<p>Children listen attentively in a range of situations. Uses talk to organise sequence and clarify thinking, ideas, feelings and events.</p>	<p>Children give their attention to what others say and respond appropriately. They answer how and why questions about their experiences.</p>
PD (including PE)	<ul style="list-style-type: none"> -To hold pencil between thumb and 2 fingers. -Can copy some letters. -To show preference for a dominant hand -Negotiates space successfully when playing racing and chasing games with other children. -To eat a range of healthy foodstuffs. -To manage the toilet routine. 	<ul style="list-style-type: none"> -Uses a pencil and hold it effectively to form recognisable letters. -To travel with confidence and skill around, under and over through balancing and climbing equipment. -Uses simple tools (eg scissors) to effect changes to materials. -Shows understanding of how to transport and store equipment safely -Usually dry and clean during the day. 	<ul style="list-style-type: none"> -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. -Handles tools, objects, construction and malleable materials safely and with increasing control (eg scissors). -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<ul style="list-style-type: none"> -Handle tools and equipment effectively. (digging, raking, watering, weeding and planting). -Use a pencil and hold it effectively to form recognisable letters most of which are formed correctly. -Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<ul style="list-style-type: none"> -Show good control and co-ordination in large and small movements. -Move confidently in a range of ways, safely negotiating space. -Handle equipment and tools effectively, including pencils for writing. -Knows the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. -Manage their own basic hygiene and personal needs 	<ul style="list-style-type: none"> -Hop confidently and skip in time to music. -Hold paper in position and use their preferred hand for writing, using a correct pencil grip. -Begin to be able to write on lines and control letter size. -Knows about, and make healthy choices in relation to, healthy eating and exercise. -Dresses and undresses independently, successfully managing fastening buttons or laces.

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					successfully, including dressing and going to the toilet independently.	
PSED	<ul style="list-style-type: none"> -Can play in a group -Can initiate play -Can keep play going and respond to others -Can form good relationships with peers and familiar adults -Can ask for help 	<ul style="list-style-type: none"> -Can initiate conversations -Can explain knowledge and understanding Can speak to others about their own wants, needs and opinions. 	<ul style="list-style-type: none"> -Can ask appropriate questions of others -Can take steps to resolve conflicts with others Can describe self in positive terms and talk about abilities 	<ul style="list-style-type: none"> Understands own actions affect other people. Beginning to be able to negotiate and solve -Can take turns -Can take ac Confident to talk about their ideas. 	<ul style="list-style-type: none"> Expressing own ideas and choosing resources -Can show sensitivity to others needs and feelings 	<ul style="list-style-type: none"> Play cooperatively taking turns with others. Confident to try new activities. Adjust behaviour to different situations
Literacy	Hears and says initial sounds in words. Gives meaning to marks they make as they draw, write and paint. Writes own name.	Can segment the sounds in simple words and blend them together and knows which letter represent some of them. Hears and says initial sounds in words.	Begins to read words and simple sentences. Uses some clearly identifiable letters to communicate meaning.	Enjoys an increasing range of books Attempts to write short sentences in meaningful contexts.	Children read and understand simple sentences. Children use their phonic knowledge to write words and sentences	Use phonic knowledge to decode regular and some common irregular aloud. Use phonic knowledge to write irregular and common words.
Maths	Recognises some numerals of personal significance. Recognises numbers 0 to 5 (or beyond)	Can describe their relative position such as behind and above.	Orders two or three items by height and weight. Counts irregular arrangements up to 10 objects. Records using marks that they can interpret and explain.	Uses the language of more and fewer to compare two sets of objects.	Begins to identify own mathematical problems based on own interests and fascinations.	They solve problems with doubling halving and sharing. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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UW (Hist, Geog, Science)	Enjoys joining in with family customs and routines. (religious festivals)	Enjoys joining in with family customs and routines. (religious festivals) Completes a simple program on a computer. (Using different icons – spray can.	Looks closely at similarities, differences, patterns and change.	Children talk about the features of their own immediate environment.	Make observations of animals and plants and explain why some things occur.	Children talk about past and present events in their own lives and in the lives of family friends.
EAD (Art, Music, DT)	What happens when they mix colours? (skin colours)	Nativity. Begins to build a repertoire of songs and dances. Explores different sounds of instruments. Chooses particular colours to use for a purpose.	Uses simple tools and techniques competently and appropriately. (Dinosaur models)	Introduces a storyline or narratives into their play. Selects tools and techniques needed to shape, assemble and join materials they are using.	They represent their own ideas thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children sing songs, make music and dance and experiment with different ways of changing them.
Explorers Outdoor Learning (Geog, science)	Explorer's rules. Independent and confident use of the camp. Using natural resources to make faces.	Fireworks, Diwali and Christmas camp.	Digging for fossils. Dinosaur eggs and sculpture.	Fairy stories – enchanted garden. (Jewels) Cinderella – broomsticks.	Bug hunting – magnifying glasses.	Summer games (team games – honey bear, parachute).

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