

THURNHAM C OF E INFANT SCHOOL
Early Years Foundation Stage Long Term Plan - 2018 - 2019

The long term plan provides an outline for suggested topics; however, these are subject to change to reflect children's interests. Where possible teachers should always facilitate learning that comes from the children's ideas and enquiries.

Subjects	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Focus for the Term / Topic</u>	On Entry Data 'it's Good To Be Me!'	Children's Choice Christmas	Traditional & Fairy Tales	Children's choice Easter	Dinosaurs	In the Garden
PSED (As a prime area, this is encouraged and promoted through all activities)	Circle times - children learning each others names, getting to know each other, focus on school rules. Introduction of the school behaviour policy and Golden Time. Setting class rules	Focus on sharing: How to share, what sharing is etc.	Focus on friendships: What makes a good friend? How to be kind. Respecting other peoples likes and dislikes.	Year 1 mentors to be introduced to the class. (This will be used for transition later on in the year)	Focussing on awareness of self and others Special / favourite places	Focus on what we have achieved this year and transition for next year.
Communication & Language (As a prime area, this is encouraged and promoted through all activities)	Encourage the children to speak clearly, ask questions, listen to each other and communicate clearly.	Speaking and Listening project: When I was a baby.	Speaking and Listening Project: A special occasion	Speaking and Listening Project: My parents / grandparents favourite television programme when they were a child.	Speaking and Listening Project: A holiday (or trip) I have been on.	Speaking and Listening Project: My Pet / My favourite Animal.
Physical Development (As a prime area, this is encouraged and promoted through all activities)	Gross Motor activities outdoors Clever Fingers daily Use of small and large equipment.	Gross Motor activities outdoors Clever Fingers daily Use of small and large equipment.	Travelling sessions in the hall Gross Motor activities outdoors Clever Fingers daily Use of small and large equipment.	Gymnastics sessions in the hall Gross Motor activities outdoors Clever Fingers daily Use of small and large equipment.	Exploring different ways of moving - outdoors. Gross Motor activities outdoors Clever Fingers daily Use of small and large equipment.	Ball games sessions on field Gross Motor activities outdoors Clever Fingers daily Use of small and large equipment.
Literacy	Phonics phase 1 / 2 They use phonic knowledge to decode regular words and read them aloud accurately. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. Read and discuss a range of stories, rhymes and poems. Role	Phase 2 Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children express themselves effectively, showing awareness of listeners' needs. They use	Phase 2 / 3 Read and discuss a range of stories, rhymes and poems. Role play - House - take on familiar domestic roles. Encourage free play, writing, diary, shopping lists etc. Small group talking,	Phonics phase 3 Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Continues a rhyming string. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall.	Enjoy listening to and using spoken and written language and readily turn to it in their play and learning. Use language to imagine or recreate roles and experiences. Extend their vocabulary. Writing for various purposes. Use a pencil and hold it effectively. Write labels and	Phonics phase 3 / 4 They write simple sentences which can be read by themselves and others. Retell story of Jack and Beanstalk. Use familiar words and pictures. Write a recount of the story of Jack and the Beanstalk. Children use their phonic knowledge to write words in ways which match their spoken sounds. Sometimes gives meaning to marks as they draw and paint. Children to write the journey of a seed. Write on seed shaped paper what a seed looks like, feels like, smells

	<p>play - House - take on familiar domestic roles. Encourage free play, writing, diary, shopping lists etc. Small group talking, news sharing activities.</p> <p>Opportunities for writing - role-play, class diary, free play, labels.</p>	<p>past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>news sharing activities.</p> <p>Matching games, puzzles and other related activities.</p> <p>Opportunities for writing - role-play, class diary, free play, labels.</p>	<p>Describes main story settings, events and principal characters. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Read rhyming stories Rhyming words - phonics Gingerbread man; role play, story structure, zig zag books, story beginnings, different endings, retelling story, moderated writing. Traditional tales. Compare traditional stories. Traditional tales and phonic work. Read and spell/write words</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. Knows that information can be retrieved from books and computers. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts Phonic work focusing on names of letters - phonics songs, ordering letters Class to choose a topic and then research it using books and computer search engines. Writing activities- single words in phonic activities Write a caption for a painting Write a sentence (or more) in their journal Write a sentence (or more) to retell story</p>	<p>captions and begin to form simple sentences sometimes using punctuation. Interact with others, negotiating plans and activities... Use talk to organise, sequence and clarify events Speak clearly and audibly, with confidence and control Revise and introduce phase 3 digraphs and trigraphs. Focus on a rich literacy environment, especially role play and outside</p> <p>Focus on meaningful print in the environment</p> <p>Phase 3 phonics for majority of class (phase 2 for those who still need it)</p> <p>Reading books go home x 3 a week</p> <p>Guided reading</p> <p>Individual reading</p> <p>Writing area</p> <p>Rainbow writing</p> <p>Yellow line writing</p>	<p>like etc. use these petals to add to a large flower on the display board.</p> <p>Working towards Children use their phonic knowledge to write words in ways which match their spoken sounds. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. * Send a food diary home and ask children to write what they eat during the week. * Write about our favourite foods.</p>
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<p>Mathematics</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Counting objects, chanting numbers, singing number songs and rhymes.</p> <p>Counting sets. Board games, printing sets</p> <p>Snap games, dice (numeral) games, numeracy puzzles.</p> <p>Frogs on a log/in pond, dice games</p> <p>Activities to teach 2d shape names - circle, square, triangle, rectangle</p> <p>Compare 2 groups and 2 numbers.</p> <p>Use objects - add one more and recount.</p> <p>Range of activities. Encourage children to talk about the criteria they have used to sort objects.</p>	<p>Use developing mathematical ideas and methods to solve practical problems. Talk about, recognise and recreate simple patterns. Use language, such as 'more' or 'less', 'greater' or 'smaller' 'heavier' or 'lighter' to compare two numbers or quantities Find one more and one less. Different snowmen using colours for hat & scarf and other activities Weather chart - days of the week 3 Bears repeated pattern activity Water displacement Compare weight and size of bears Practical activities</p>	<p>Estimates how many objects they can see and checks by counting them.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>Children count reliably with numbers from one to 20.</p> <p>Place numbers in order.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money. Measures short periods of time in simple ways.</p> <p>They recognise, create and describe patterns.</p>	<p>Use everyday words to describe position.</p> <p>Use developing mathematical ideas and methods to solve practical problems.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Children count reliably with numbers from one to 20.</p> <p>Place numbers in order.</p> <p>Focus on a maths rich environment, especially role play and outside</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Grow a sunflower with numbers to 50 on each leaf. Add a number on each day * Beanstalk number activities</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>Counting activities in garden centre. Grow a sunflower to 50 - use every day to grow the sunflower. Bean plant diary - over 5 weeks explaining the planting and growth of beans also comparing lengths and widths</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.</p> <p>Sequence the days of the Week * Make symmetrical butterflies, ladybirds etc.</p>
<p>Understanding the World</p>	<p>Be able to talk about self and family and know they belong to a community</p> <p>Begin to use technology e.g. computers, printer, cameras, voice postcards</p> <p>E-safety</p> <p>Teaching the children that we are part of different communities e.g. school, church, local</p>	<p>To understand why Christians believe in Christmas and how they celebrate</p> <p>Talks about why things happen and how things work.</p> <p>Using ICT to create Nativity scenes</p> <p>E-safety</p>	<p>Technology - make 'huff and puff' proof houses - explore using different materials - use hair dryers to see how sturdy the houses are</p> <p>Use programmable toys to get Red Riding Hood to Grandmas safely</p> <p>E-safety</p>	<p>Talk about experiences of celebrating special days</p> <p>To learn who celebrates Easter and why.</p> <p>Objectives will also link to children's choice</p> <p>E-safety</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>E-safety</p>	<p>To know about mini beasts and habitats To understand about dinosaurs, when they lived, what they looked like. To show care and concern for living things and the environment.</p> <p>Use the internet to find out about minibeasts.</p> <p>E-safety</p>

<p>Expressive Arts & Design</p>	<p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>Realises tools can be used for a purpose.</p> <p>Developing preferences for forms of expression.</p>	<p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>Realises tools can be used for a purpose.</p> <p>Developing preferences for forms of expression.</p>	<p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Create simple representations of events, people and objects.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Create simple representations of events, people and objects.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<p>R.E / worship</p>	<p>The big Question - why is God important to Christians?</p> <p>Daily Class Worship</p> <p>Christian Values</p>	<p>Daily Worship</p> <p>Christian Values</p> <p>In RE we will be learning about Christmas</p> <p>Begin celebration Worship</p> <p>Begin whole year group worship</p>	<p>Daily Worship</p> <p>1 x whole year group worship</p> <p>Celebration worship</p> <p>Christian Values</p> <p>1 hr 15 mins RE per week - The Big Question TBC</p>	<p>Daily Worship</p> <p>1 x whole year group worship</p> <p>Celebration worship</p> <p>Christian Values</p> <p>1 hr 15 mins RE per week - The Big Question TBC</p>	<p>Daily Worship</p> <p>1 x whole year group worship</p> <p>Celebration worship</p> <p>Christian Values</p> <p>1 hr 15 mins RE per week - The Big Question TBC</p>	<p>Daily Worship</p> <p>1 x whole year group worship</p> <p>Celebration worship</p> <p>Christian Values</p> <p>1 hr 15 mins RE per week - The Big Question TBC</p>

					Joining in with whole school worship - Wed mornings.	Joining in with whole school worship - Wed mornings. Visit to the church
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Planning should reflect children's interests, and needs, and therefore will be subject to change at any time.