

THURNHAM C OF E INFANT SCHOOL
Early Years Foundation Stage Long Term Plan – 2020 – 2021

Alongside our usual Long Term Planning, we have considered the 'Recovery Curriculum'. This information is based on what we know of the children, assessing and getting to know them in their first few weeks at school. We will be mindful that it is still early days, and gaps may become apparent as the weeks progress. We will therefore need to be reactive, and adapt planning as necessary. Planning may also be amended following the data analysis of On Entry Data.

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. Planning should reflect children's interests, and needs, and therefore will be subject to change at any time.

Subjects	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Focus for the Term / Topic</u>	Settling The children in Transition 'it's Good To Be Me!!'	A splash of colour! Christmas	Under the Sea	Children's Choice Easter	Dinosaurs	In the Garden
<u>Characteristics of Effective Learning</u>	<u>Playing and exploring – engagement:</u> Finding out and exploring. Playing with what they know. Being willing to have a go. <u>Active learning – motivation:</u> Being involved and concentrating. Keeping trying. <u>Enjoying achieving what they set out to do - Creating and thinking critically thinking:</u> Having their own ideas. Making links. Choosing to do things.					
PRIME AREAS (Prime Areas are encouraged and promoted through all activities and areas)						
<u>Personal Social and Emotional Development:</u> Making Relationships Managing Feelings and Behaviour Self Confidence and Self Awareness	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. Introducing the class rules: Be Kind, Be Ready, Be Safe. <u>Growth Mindset:</u> Help I'm Stuck!	Focus on sharing: How to share, what sharing is etc. Mindfulness day <u>Growth Mindset:</u> 'Everyone can learn to ride a bicycle'	Focus on friendships: What makes a good friend? How to be kind. Respecting other peoples likes and dislikes. <u>Growth Mindset:</u> 'Incy Wincy Spider'	Focussing on awareness of self and others <u>Growth Mindset:</u> 'Cleversticks'	Focussing on resolving conflicts. <u>Growth Mindset:</u> 'Topping Towers'	Focus on what we have achieved this year and transition for next year. <u>Growth Mindset:</u> 'Rooting for you'

<p>PSED Recovery</p>	<p>As a year group, the children have coped better than expected with a change in transition this year. Normally we would have visited them at preschool, invited them into school during the Summer term, ran pre-schools for a tour, completed home visits, held coffee sessions and allowed the parents to come into the classroom for a longer period of time. This year we amended our transition (due to people not being able to be in school), having the children in for one session with their parents in September. We provided the children with transition booklets etc. We were very aware the children hadn't been into their new environments before starting in September, however, had tried to prepare them as much as possible.</p> <p>Many children will have not seen each other for months, and most won't know each other. We will ensure a greater focus on the children learning each other's names, building friendships, and familiarising themselves / rebuilding past friendships.</p> <p>Wellbeing has always been a crucial focus but now more than ever. All children will have had different experiences of lock down, some children have been away from a setting since March, and changed settings without closure on their preschool experience. Some families will have experienced trauma due to lock down, and family situations may have changed e.g. job losses. We need to ensure that we are allowing our children talk time, and experiences that boost their wellbeing. Taking on Thrive style activities, wellbeing exercises, such as meditation. We need to invest time into getting to know the children, and building their trust, so they feel they are comfortable with us, and able to talk. We will also be using a 'Feelings Register', encouraging the children to check in with how they are feeling. Adults will then have discreet conversations with children who have recognised that they are not feeling happy.</p> <p>Children who have not been in a preschool setting, may not be used to being with groups of children, and therefore support is needed with sharing and accessing provision independently. Playing alongside the children, modelling play behaviours and encouraging sharing will be paramount.</p> <p>We will ensure that we are monitoring children throughout the year, especially as situations change. Local / National changes e.g. lockdowns, could have a further impact on wellbeing. We have researched, and have access to, resources designed to support children's mental health and wellbeing.</p> <p>Children will learn school routines, but be aware that sometimes changes happen (e.g. some weeks we eat in the classroom, sometimes in the hall).</p>					
<p>Communication & Language</p> <p>Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>Encourage the children to speak clearly, ask questions, listen to each other and communicate clearly.</p>	<p>Speaking and Listening project: When I was a baby.</p>	<p>Speaking and Listening Project: A special occasion</p>	<p>Speaking and Listening Project: My parents / grandparents favourite television programme when they were a child.</p>	<p>Speaking and Listening Project: A holiday (or trip) I have been on.</p>	<p>Speaking and Listening Project: My Pet / My favourite Animal.</p>
<p>Communication & Language Recovery</p>	<p>We need to ensure that adults are using Child Initiated time to talk to the children, having conversations, and ensuring we are using high quality questioning. Staff should be referring to the observation guidance for this. We also need to ensure the children are speaking to each other, holding conversations, negotiating play etc.</p> <p>We will be having a greater focus on vocabulary and language. We are going to be introducing 'Word of the Day' from Term 2. Each day we</p>					

	<p>will be introducing a word to the child, allowing them to explore what it means, and challenging them to use it correctly.</p> <p>We are also going to have a focus on reading books that do not have words, encouraging the children to story tell, make predictions, ask and answer questions and develop story telling skills. This will also promote coming together as a group, connecting through these experiences. We can also use these story times as an opportunity to help children express their emotions.</p> <p>As always, all children will be screened using Language Link, and it will be interesting to compare the results of previous years.</p> <p>We will plan in lots of games and activities to support listening skills as a group.</p>					
<p><u>Physical Development</u></p> <p>Moving and Handling</p> <p>Health and Self Care</p>	<p>Gross Motor activities outdoors</p> <p>Use of small and large equipment.</p>	<p>Gross Motor activities outdoors</p> <p>Clever Fingers daily</p> <p>Use of small and large equipment.</p>	<p>Gross Motor activities outdoors</p> <p>Clever Fingers daily</p> <p>Use of small and large equipment.</p>	<p>Gross Motor activities outdoors</p> <p>Clever Fingers daily</p> <p>Use of small and large equipment.</p>	<p>Coach led sessions hall / outdoors</p> <p>Clever Fingers daily</p> <p>Use of small and large equipment.</p>	<p>Coach led sessions hall / outdoors</p> <p>Gross Motor activities outdoors</p> <p>Clever Fingers daily</p> <p>Use of small and large equipment.</p>
<p><u>Physical Development Recovery</u></p>	<p>Health and Self Care will be very important this year. We are fortunate that as this is the children's first year at school, they don't know that anything is different. We need to be mindful of teaching the children about self-care, with a focus on washing hands, not being too close, cleaning equipment etc, however, not making the children anxious about the virus. We will therefore have a focus on 'good habits', e.g. regular hand washing, covering our mouths when coughing, sneezing into tissues etc. The children will also learn about bubbles and social distancing, but in an age appropriate and calm way. They will understand that it is good for us to clean equipment and that not all equipment will always be available.</p> <p>We will monitor the children's fine motor skills, as we are aware that they will have missed vital 'pre-writing skills' at pre-school. We will plan in fine / gross motor provision, and Clever Fingers opportunities. Data will be analysed to check the impact, and we will adapt teaching and provision as needed to close gaps.</p> <p>The children should still be able to have coach led sessions from Term 5, providing restrictions are not changed. Previously we have had 'Cycle Ready' sessions and 'Forest School' which have been led by outside companies. We may not be able to run these this year, however, will look at in house alternatives to ensure the children are not missing out.</p>					
<u>SPECIFIC ACTIVITIES</u>						
<p><u>Literacy</u></p> <p>Reading</p> <p>Writing</p>	<p>Titch</p> <p>Pumpkin Soup</p> <p>Ruby's Worry That's When I am Happy</p>	<p>Owl Babies</p> <p>Elmer</p> <p>A Colour of His Own</p>	<p>The Rainbow Fish</p> <p>The Fish Who Could Wish</p> <p>Tiddler</p>	<p>The Easter Story</p>	<p>Dear Dinosaur</p> <p>Harry and his Bucket Full of Dinosaurs</p>	<p>Jasper's Beanstalk</p> <p>A Seed in Need</p> <p>Tadpole's Promise</p>

<u>(See Literacy Overview for Further Information)</u>		The Christmas Story	Commotion in the Ocean			
	Phonics – Phase 1 and beginning Phase 2. Ascribe meaning to marks. To write own name. Identify phonemes in the environment. Pre-writing skills.	Phonics – Phase 1 and beginning Phase 2 Label items with key sounds. To identify. Can blend and read simple words independently. To segment and write key words independently.	Phonics Phase 2 Can write a simple caption. To segment and write words forming graphemes independently. Can blend and read a simple sentence. Understands the purpose of non-fiction.	Phonics Phase 2 / 3 Can blend and read for meaning. To write a simple sentence. Can decode regular words and common irregular words. Enjoy an increasing range of texts.	Phonics Phase 3 Can write an extended sentence independently. Can write for a range of purposes.	Phonics Phase 3 Can write a narrative.
<u>Literacy Recovery</u>	<p>This year we have made some significant changes to the teaching of reading. Reading books have been purchased, and these will carefully link to the Phonics the children have been learning. The children will be keeping their reading books for longer, which will allow the children to not just become more confident with the text, but there will be a much greater focus on comprehension and vocabulary in the books. We are also focussing on the texts we use with the children, for example, to allow for progression in vocabulary. As mentioned in Communication and Language, we are working on children’s speaking and vocabulary too.</p> <p>The children may have missed vital pre-writing experiences, so we need to ensure children are ready to write before moving on to teaching this.</p> <p>Observations of the children during Child Initiated time will be crucial for planning in the experiences, opportunities, environment and resources needed to move on the learning. This will be fed into the planning.</p>					

<p>Mathematics</p> <p>Numbers</p> <p>Shape, Space and Measures</p> <p>(Planning based on White Rose Hub)</p> <p>PLEASE NOTE THE DETAILS FOR SPRING AND SUMMER HAVE NOT YET BEEN RELEASED. FURTHER DETAIL WILL BE ADDED TO SPRING / SUMMER IN DUE COURSE.</p>	<p><u>First few weeks:</u></p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring continuous provision inside and out. Where do things belong? Positional Language.</p> <p><u>Just Like me:</u></p> <p><u>Number:</u></p> <p>Match and Sort / Compare Amounts</p> <p><u>Shape, Space and Measure:</u></p> <p>Compare size,</p>	<p><u>Light and Dark:</u></p> <p><u>Number:</u></p> <p>Representing numbers to 5.</p> <p>One more and less</p> <p><u>Shape, Space and Measure:</u></p> <p>Shapes with 4 sides.</p> <p>Time</p>	<p><u>Alive in 5:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p> <p><u>Growing 6 7 8:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p>	<p><u>Building 9 – 10:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p> <p><u>Consolidation:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p>	<p><u>On the Move:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p> <p><u>Superhero to 20 and beyond:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p>	<p><u>Find my Pattern:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p> <p><u>Consolidation:</u></p> <p><u>Number:</u></p> <p><u>Shape, Space and Measure:</u></p>
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	<p>mass and capacity</p> <p>Exploring Pattern</p> <p><u>It's me 1 2 3:</u></p> <p><u>Number:</u></p> <p>Representing 1,2 and 3 / Comparing 1,2 and 3 / Composition of 1, 2 and 3</p> <p><u>Shape, Space and Measures:</u></p> <p>Circles and triangles</p> <p>Positional Language</p>					
<p><u>Maths Recovery</u></p>	<p>Initial observations in the first few weeks of school will allow us to understand children's starting points. Ongoing assessments will be done e.g. observations to plan in Next Steps, which will feed into planning. The children's starting points are usually 40-60 months, however, we will ensure 30-50 months expectations are embedded before being sure we can move on. This may differ significantly among the children. We will need to ensure the gaps within Maths are closed to allow children to meet the Early Learning Goals at the end of the year. We will be using the White Rose Maths document for planning adult directed opportunities. This will be important for ensuring coverage of the curriculum. Observations of the children during Child Initiated time will be crucial for planning in the experiences, opportunities, environment and resources needed to move on the learning. This will be fed into the planning.</p>					

<p><u>Understanding the World</u></p> <p>People and Communities</p> <p>The World</p> <p>Technology</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>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>Looking at light / dark – exploring torches.</p> <p>Night and day – including nocturnal animals.</p> <p>E-safety</p>	<p>Learning about pollution and recycling</p> <p>Learning about sea creatures.</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. Learning dinosaur facts and names.</p> <p>E-safety</p>	<p>To know about mini beasts and habitats</p> <p>To understand about dinosaurs, when they lived, what they looked like.</p> <p>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><u>Understanding the World Recovery</u></p>	<p>This year, we will be using Seesaw for the children’s homework. The children will become familiar with this Technology. They will learn to listen to their feedback from home and know that their work is uploaded onto an online journal.</p> <p>Positive relationships with parents are invaluable, and usually we would utilise these relationships to learn about families, cultures, jobs etc. by inviting family members into our class. Sometimes these are for planned events, and other times for parents to come and talk to the classes. Whilst we will not be able to have parents in school, we would like to plan alternative ways for this to happen. Maybe by uploading videos onto Seesaw which we could play to the class instead.</p> <p>Both initial and ongoing assessments of the children will allow us to plan in opportunities (e.g. provocations, invitations, environment) for learning and development in this area.</p>					

<p><u>Expressive Arts & Design</u></p> <p>Exploring and Using Media and Materials</p> <p>Being Imaginative</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>
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<u>Expressive Arts and Design Recovery</u>	<p>The main consideration for this Area of Learning is going to be the adaptations to provision this year. We need to insure that the children still have access to the provision needed to meet the Early Learning Goals, whilst being mindful of what we are allowed to use. The children will not be able to have access to the large sandpit, so will need carefully planned indoor sand opportunities. They will need planned opportunities for skills they would have learned in the sand e.g. digging – which could be done on the bank instead. We can use buckets for water play, and children can access the tap. We can use alternative sensory materials that can be cleaned or disposed of after play.</p> <p>We need to teach the children how to use the self-access playdough area, but children will be taught to use their own playdough, and not share as previously done.</p> <p>We have also noticed that the children have entered school not knowing as many colours as they usually would, so we will plan in opportunities for this too.</p>					
<u>Christian Aspects:</u>						
<u>Worship</u> (Usually in Term 2, CJ leads whole year group worship for EYFS. In the current climate we are unable to do this, but will keep in mind whether it is possible later in the year. We would also have a year group Celebration	Daily Class Worship Christian Values Introducing the children to the class reflection area and Christian focal point	Daily Worship Christian Values Begin celebration Worship in class.	Daily Worship Celebration worship Christian Values	Daily Worship Celebration worship Christian Values	Daily Worship Celebration worship Christian Values Joining in with whole school worship – Wed mornings (may not be possible, depending on Covid 19 rules)	Daily Worship 1 x whole year group worship Celebration worship Christian Values Visit to the church - (may not be possible, depending on Covid 19 rules)

<p>Worship – with parents invited. This will be class based for the foreseeable future.)</p>						
<p><u>R.E</u></p>	<p>Why is God important to Christians?</p>	<p>Incarnation – Why do Christians perform nativity plays at Christmas?</p>	<p>Stories from the New Testament</p>	<p>Salvation – Why do Christians put a cross in the Easter garden?</p>	<p>What stories are special and why? Stories from the old testament</p>	<p>What stories are told by and about people of different faiths and beliefs?</p>