

THURNHAM C OF E INFANT SCHOOL
Early Years Foundation Stage Long Term Plan – 2021 - 2022

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 Baseline Assessment 'it's Good To Be Me!!'	A splash of colour! Christmas	Under the Sea	Spring time and seasons Easter	Dinosaurs	In the Garden
<u>Characteristics of Effective Learning</u>	<p><u>Playing and exploring – engagement:</u> Finding out and exploring. Playing with what they know. Being willing to have a go.</p> <p><u>Active learning – motivation:</u> Being involved and concentrating. Keeping trying.</p> <p><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.</p>					
<u>Thurnham Super Powers!</u>	<p>As a school we agreed on five 'superpowers' that we felt would be most beneficial to our children and run through all of our curriculum and everything we learn and do.</p> <p style="text-align: center;">These are:</p> <ul style="list-style-type: none"> ● Resilience ● Independence ● Creativity ● Investigation ● Brain Power (thinking about your thinking). <p style="text-align: center;">We believe these five super powers are key to enabling outstanding lifelong learning in our pupils.</p>					

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PRIME AREAS
(Prime Areas are encouraged and promoted through all activities and areas)

<p><u>Personal Social and Emotional Development:</u></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Circle times – children learning each others names, getting to know each other, focus on school rules.</p> <p>Introduction of the school behaviour policy and Golden Time.</p> <p>Introducing the class rules: Be Kind, Be Ready, Be Safe.</p> <p><u>Growth Mindset:</u> Help I'm Stuck!</p>	<p>Focus on sharing:</p> <p>How to share, what sharing is etc.</p> <p>Mindfulness day</p> <p><u>Growth Mindset:</u> 'Everyone can learn to ride a bicycle'</p>	<p>Focus on friendships:</p> <p>What makes a good friend? How to be kind.</p> <p>Respecting other peoples likes and dislikes.</p> <p><u>Growth Mindset:</u> 'Incy Wincy Spider'</p>	<p>Focussing on awareness of self and others</p> <p><u>Growth Mindset:</u> 'Cleversticks'</p>	<p>Focussing on resolving conflicts.</p> <p><u>Growth Mindset:</u> 'Topping Towers'</p>	<p>Focus on what we have achieved this year and transition for next year.</p> <p><u>Growth Mindset:</u> 'Rooting for you'</p>
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<p><u>PSED Recovery</u></p>	<p>Normally we would have visited all children 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). We will be having 10 children at a time in for one session with their parents in September, before they start in their class of 30. We provided the children with transition booklets etc.</p> <p>We will ensure that there is 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 during the past year and a half, some children have been away from their preschool settings during lock down. 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</p>
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	<p>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>Self Care will continue to be important. 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.</p>					
<p><u>Communication & Language</u></p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Encourage the children to speak clearly, ask questions, listen to each other and communicate clearly.</p> <p>Focus on getting the children used to working in small groups.</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>Learn new vocabulary. Use new vocabulary throughout the day. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Use new vocabulary in different contexts.</p>						
<p><u>Communication & Language Recovery</u></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 will be introducing a word to the child, allowing them to explore what it means, and challenging them to use it correctly.</p> <p>The children will be introduced to 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.</p>					

	We will plan in lots of games and activities to support listening skills as a group.					
<u>Physical Development</u>	Gross Motor activities outdoors	Gross Motor activities outdoors	Gross Motor activities outdoors	Gross Motor activities outdoors	Coach led sessions hall / outdoors	Coach led sessions hall / outdoors
Gross Motor Skills	Use of small and large equipment.	Clever Fingers daily	Clever Fingers daily	Clever Fingers daily	Clever Fingers daily	Gross Motor activities outdoors
Fine Motor Skills		Use of small and large equipment.	Clever Fingers daily			
	We will work on developing overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. We will develop the children's small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					
<u>Physical Development Recovery</u>	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. We will be checking the impact, and adapt teaching and provision as needed to close gaps. The children should still be able to have coach led sessions from Term 5, providing restrictions are not changed. We hope to have Cycle Ready sessions and Forest School.					
<u>SPECIFIC ACTIVITIES</u>						
<u>Literacy</u>	Titch	Owl Babies	The Rainbow Fish	The Tiny Seed	Dear Dinosaur	Jasper's Beanstalk
Comprehension	Pumpkin Soup	Elmer	The Fish Who Could Wish	Non-fiction texts about Spring	Harry and his Bucket Full of Dinosaurs	A Seed in Need
Word Reading	Ruby's Worry That's When I am Happy	A Colour of His Own	Tiddler	The Easter Story		Tadpole's Promise
Writing		The Christmas Story	Commotion in the Ocean			
	Phonics – Phase 1 and beginning Phase 2.	Phonics – Phase 1 and beginning	Phonics Phase 2	Phonics Phase 2 / 3	Phonics Phase 3	Phonics Phase 3

<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet Write recognisable letters, most of which are correctly formed.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and begin to recognise digraphs.</p> <p>Read words consistent with their phonic</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books</p>	<p>Focusing on forming lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge,</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and</p>
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		<p>Write some recognisable letters.</p>	<p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, with a greater focus on correctly forming them.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>that are consistent with their phonic knowledge, including some common exception words</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Literacy Recovery</p>	<p>Reading books 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. 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. 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>Number</p> <p>Numerical Patterns</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>Measure, Shape and Spatial Thinking</u></p> <p>Compare size,</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>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><u>Alive in 5:</u></p> <p><u>Number:</u></p> <p>Introducing zero Comparing Numbers to 5 Composition for 5 and 5</p> <p><u>Shape, Space and Measure:</u></p> <p>Compare Mass Compare Capacity</p> <p><u>Growing 6,7,8</u></p> <p><u>Number:</u></p> <p>6, 7 & 8 Making Pairs Combining 2 groups</p> <p><u>Shape, Space and Measure:</u></p> <p>Length Time</p>	<p><u>Building 9 – 10:</u></p> <p><u>Number:</u></p> <p>9 & 10 Comparing Numbers to 10 Bonds to 10</p> <p><u>Shape, Space and Measure:</u></p> <p>3d-Shape Pattern</p> <p><u>Consolidation</u></p>	<p><u>To 20 and Beyond</u></p> <p><u>Number:</u></p> <p>Building numbers beyond 10 Counting patterns beyond 10</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning Match, Rotate, Manipulate</p> <p><u>First Then Now</u></p> <p><u>Number:</u></p> <p>Adding More Taking Away</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning Compose and decompose</p>	<p><u>Find my Pattern:</u></p> <p><u>Number:</u></p> <p>Number bonds to 5, including being able to recall these and extending to some number bonds to 10.</p> <p>Doubling</p> <p>Sharing and Grouping</p> <p>Even and Odd</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning</p> <p>Visualise and Build</p> <p><u>On The Move</u></p> <p><u>Number:</u></p> <p>Deepening understanding</p>
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	<p>mass and capacity</p> <p>Exploring Pattern</p>	<p>Shapes with 4 sides.</p> <p>Time</p>				<p>Patterns and relationships</p> <p><u>Shape, Space and Measure:</u></p> <p>Spatial Reasoning</p> <p>Mapping</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.</p> <p>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>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Be able to talk about self and family and know they belong to a community.</p> <p>Talk about members of their immediate family and community.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Teaching the children that we are part of different communities e.g. school, church, local.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Explain similarities and differences between life in this country and life in other countries.</p>	<p>To understand why Christians believe in Christmas and how they celebrate.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Looking at light / dark – exploring torches.</p> <p>Night and day – including nocturnal animals.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons.</p>	<p>Learning about pollution and recycling</p> <p>Learning about sea creatures.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Simple map work.</p> <p>Safer Internet Day</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Understand that some places are special to members of their community.</p> <p>Similarities and difference between different religious and cultural communities</p> <p>Talk about experiences of celebrating special days</p> <p>To learn who celebrates Easter and why.</p>	<p>They talk about how environments might vary from one another.</p> <p>Learning dinosaur facts and names.</p>	<p>To know about mini beasts and habitat.</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>Important changes and Seasons.</p>
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<p>Understanding the World Recovery</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. We would like to work towards being able to bring people from the community back into schools.</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>Expressive Arts & Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Begin to learn about areas in the classroom e.g. how to make play dough and how to mix colours with paint.</p> <p>Develop story lines in play.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Learn to share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

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Expressive Arts and Design Recovery	<p>The main consideration for this Area of Learning is going to be reintroducing provision this year. The children will now have access to the large sandpit, so will need carefully planned indoor sand opportunities. We need to teach the children how to use the self-access playdough area.</p>					
<u>Christian Aspects:</u>						
<u>Worship</u>	<p>Daily Class Worship</p> <p>Christian Values</p> <p>Introducing the children to the class reflection area and Christian focal point</p>	<p>Daily Worship</p> <p>Christian Values</p> <p>Begin celebration Worship.</p> <p>1 x whole year group worship</p>	<p>Daily Worship</p> <p>Celebration worship</p> <p>Christian Values</p> <p>1 x whole year group worship</p>	<p>Daily Worship</p> <p>Celebration worship</p> <p>Christian Values</p> <p>1 x whole year group worship</p>	<p>Daily Worship</p> <p>Celebration worship</p> <p>Christian Values</p> <p>Joining in with whole school worship</p> <p>1 x 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>Visit to the church</p>
<u>R.E</u>	<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>

