LITTLE ACORNS - EYFS LONG TERM PLAN 2019/2020

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| **THEMES:** | **AUTUMN TERM** | | **SPRING TERM** | | **SUMMER TERM** | |
| **Magical Me &**  **People Who Help Us**  *Settling In/Autumn* | **Senses, Space and Wonder Traditional Tales**  *Autumn/Christmas* | **Antarctica, Superheroes, Dinosaurs, Robots**  *Winter* | **Farm animals, Minibeasts, Growing Plants, Life Cycles**  *Winter/Spring* | **Journeys, Castles, Dragons & Unicorns**  *Spring/Summer* | **Under the Sea, Pirates & Mermaids**  *Summer* |
| **Timings:** | Wed 4th Sept-Fri 25h Oct (8 wks) | Tues 5th Nov-Thu 19th Dec (7 wks) | Mon 6th Jan-Fri 14th Feb (6 wks) | Mon 24th Feb-Fri 3rd April (6 wks) | Mon 20th Apr-Fri 22nd May (4 wks) | Mon 1st Jun-Fri 17th July(7 wks) |
| ***Diary Dates:***  *Take place in holidays* | *Harvest Celebration*  *31st Oct-Halloween*  *5th Nov-Bonfire Night* | *7th Nov - Diwali*  *11th Nov - Remembrance Day*  *13th-17th Nov – World Nursery Rhyme Week*  *Children in Need*  *CHRISTMAS PERFORMANCES* | *5th Feb - Chinese New Year*  *(Year of the Pig)*  *14th Feb – Valentine’s Day* | *Tues 5th March – Shrove Tues*  *31st March – Mother’s Day*  *Fri 19th April – Good Friday*  *Sun 21st Apr – Easter Sunday*  *Mon 22nd Apr – Easter Monday*  *23rd April – St George’s Day* | *23rd May – Outdoor Classroom Day* | *16h June - Father’s Day* |
| **PSED** | Together again | I feel safe | Discovering world religions | Weird and wonderful animals | British Values | Amazing achievements! |
| **Physical Development** | **Real PE – Units 1 and 2**  Dance & Gymnastics / Music & Movement. Basic Physical Skills, Co-ordination and Balance. Listening to and Following Instructions. Use of Outdoor Equipment. Importance of Exercise. | | **Real PE – Units 3 and 4**  Ball Skills, Using Apparatus, Yoga. Develop Physical Confidence (fine & gross motor). Keeping Healthy. Managing Safety. | | **Real PE – Units 5 and 6**  Games / Team Games. Sports Day.  Show Increasing Control and Co-ordination. | |
| **Phonics** | Phase 1/Phase 2 Letters & Sounds | | Phase 3 Letters & Sounds | | Phase 3/Phase 4 Letters & Sounds | |
| **Literacy / C&L** | *Familiar stories, predictable structures and patterned language. Print around us. Comparing similarities/differences. Developing early writing through a variety of mark-making experiences. Talk for thinking. Letter formations. 1:1 / Group Reading / Whole Class Shared Reading*  **Quality Texts : Fiction – Emergency!, Owl Babies, Funnybones, Room on the Broom, Aliens Love Underpants, Loon on the Moon, Whatever Next, Pumpkin Soup, Little Red Riding Hood, Goldilocks and the Three Bears, The Gingerbread Man, Baboushka, The Three Billy Goat’s Gruff. Non – Fiction- Bodies and Senses, Celebrations, People Who Help Us, Owls, Space.** | | *Compare fiction and non-fiction texts. Develop writing skills, writing simple regular words and make attempts at more complex words and sentences. Explore and experiment with sounds, words and texts. Talk for writing. Develop correct letter formations.*  *1:1 / Group Reading / Whole Class Shared Reading*  **Quality Texts : Fiction – The Night Iceberg, Lost & Found, The Emperor’s Egg, SuperTato, Comics, Tyrannosaurs Drip, The Very Hungry Caterpillar, Oliver’s Vegetables, Farmer Duck, The Enormous Turnip, Mr Wolf’s Pancakes, Seed to Sunflower, Jack and the Beanstalk. Non – Fiction- Penguins, Dinosaurs, How Things Work, Farms and Farm Animals, Butterflies, Frogs, Chicks.** | | *Explore a range of print, layout and purpose. Recounts of shared experiences. Using and applying phonic knowledge in independent writing. Using information books to answer where, who, why and how. Talk for writing. Holding a sentence. Handwriting practise.*  *1:1 / Group Reading*  **Quality Texts : Fiction – Little Red Train, Mr Bear - Station Master, Dig, Dig, Digging, George and the Castle, Castles, Commotion in the Ocean, The Night Pirates, One is a Snail, Ten is a Crab, The Lighthouse Keeper’s Lunch, Whale, We’re Going on a Bear Hunt, The Tiger Who Came to Tea. Here comes the Crocodile. Non – Fiction- Vehicles, Maps, Castles, Ocean creatures.** | |
| **Maths** | **White Rose Maths**  Baseline/getting to know your learners. Numbers: counting and recognition / addition and subtraction. SSM: 2D shape / Money | | **White Rose Maths**  Numbers: counting and recognition / addition and subtraction. SSM: size, weight and capacity / 3D shape / Time | | **White Rose Maths**  Numbers: counting and recognition / addition and subtraction / doubling, halving and sharing. SSM: position and distance. Assess | |

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| **Art & Design**  **(EAD)** | **Art:** Printing / Pattern  Basic Skills –Paint mixing, cutting, development of fine motor skills, observational drawings, self-portraits, seasonal crafts, salt dough | **Art:** Form / Texture  Materials--natural & man made, printing, collage, weaving, papier-mâché, fabric, sewing & clay, seasonal art, body portraits | **Art:** Colour / Drawing  Observational artwork using a range of media, painting with fine brushes, refining hand-eye coordination |
| **Design and Technology -** Malleable materials / Textiles / Modelling / Construction/ 2D & 3D creations/ Sculptures with Natural Materials | | |

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| **The World (UW)** | Diwali, Harvest, Halloween, Bonfire Night & Firework safety, Remembrance Day, , Children in Need, Christmas, Light & Dark, Bodies & Senses, Emergency Services, Seasons, Space | Shrove Tuesday, Valentine’s Day, Chinese New Year, Mother’s Day, Easter, Patron Saint of England, Antarctica, Dinosaurs, Farms and Caring for Animals, Life Cycles, Minibeasts, Plants, Keeping Healthy | Outdoor Classroom Day, Father’s Day, Travel and transport, local and world Geography, Mapwork, Castles, Sea Life and the Coast, Continuity & Change, Royal Family , Caring for the Environment |
| **Religious Education:** F.1 Where do we live and who lives there? F.2 How do Christians celebrate at Christmas? F3: What makes a good helper? F4 What can we see in our wonderful world?  F.5 Who and what are special to us? | | |
| **Music** | Familiar songs and rhymes / number and counting songs Multicultural music  Charanga – Me! & My Stories | Musical expression – using body sounds, voices & clapping Explore a variety of instruments. Classical Music  Charanga – Everyone! & Our World | Creative expression – songs, music & Drama  World Music  Charanga – Big Bear Funk & Reflect, Rewind and Replay |
| **ICT** | **Computing:** What are computers for? *Our school rules, staying safe at school and at home.* **Computing:** Making things happen. | **Computing:** Making things happen. **Computing:** Sequencing. | **Computing:** Instructions. **Computing:** Control |

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| ***Computing:*** *Children should a) have found out about and identified the uses of everyday technology. b) be able to perform simple functions with ICT equipment.*  *Ongoing: eSafety, Computer Skills, Text and Multimedia, and Research. Pupils should have ready access to digital cameras, audio and video recording equipment.*  *DL: Digital Literacy(including eSafety), CS: Computer Science, IT: Information Technology (cross-curricular usage of ICT should be happening routinely and additionally).* |