

Walton Primary Academy - EYFS Long Term Plan - 2021-2022

Area of Learning	Autumn 1 - 7 Weeks	Autumn 2 - 7 Weeks	Spring 1 - 7 Weeks	Spring 2 - 6 Weeks	Summer 1 - 5 Weeks	Summer 2 - 7 Weeks	
Possible Themes/Interests/Lines of Enquiry	We Are Unique  Family Feelings Autumn	We Like To Celebrate  Halloween Bonfire Night Christmas Christmas Around the World	We Are Inspirational  Winter Arctic Occupations	We Celebrate New Life  Easter Planting/Gardening Life Cycles Animals	We Are Imaginative  Children's Interests	We Embrace Change  Transition Past and Present Pride Individuality	
Communication and Language	Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or a friend and continue it for many turns.						
	Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts.						
	Use talk to organise themselves and their play.						
Develop their communication, but may continue to have problems with irregular tenses and plurals.							
Understand 'why' questions. Use longer sentences of four to six words.							
Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.							
Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Sing a large repertoire of songs.							
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	
	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different context. Use new vocabulary through the day. Learn rhymes, poems, and songs.						
	Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.						
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.		Understand gradually how others might be feeling. Find solutions to conflicts and rivalries and suggesting other ideas. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts.		
	Why do we have a family and who is my family?		What and why do people celebrate?		What makes a 'community'?		
	How do we stay healthy and safe?		How and why do things grow?				
Physical Development	Go up steps and stairs, or climb up apparatus, using alternate feet. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.		Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors.		Use a comfortable grip with good control when holding pens and pencils. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Make healthy choices about food, drink, activity and toothbrushing.		
	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs. Continue to develop their movement, balancing, riding and ball skills. Start eating independently and learning how to use a knife and fork. Match their developing physical skills to tasks and activities in the setting.						
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.		Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.		Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.		Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.		Start taking part in some group activities which they make up for themselves, or in teams.		Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	

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	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.                  Develop their 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.</p>					
Reception P.E (Get Set 4 PE)	Introduction to PE Unit 1	Introduction to PE Unit 2	Ball Skills Unit 1	Ball Skills Unit 2	Fundamentals Unit 1	Games Unit 1
Literacy	Engage in extended conversations about stories, learning new vocabulary. Understand we read English text from left to right and from top to bottom and page sequencing. Understand print has meaning.		Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Understand print can have different purposes.		Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Name the different parts of a book.	
	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.		Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	
Phonics Nursery and Reception	Phase 1					
	Week 1 - Baseline Week 2 - Phase 2 s a t p Week 3 - Phase 2 i n m d (the) Week 4 - Phase 2 g o c k (to) Week 5 - Phase 2 ck e u r (I) Week 6 - Phase 2 h b fl (no, go) Week 7 - Phase 2 ff ll ss	Week 1 - Phase 3 j v w x (he, she) Week 2 - Phase 3 y z zz qu (we, me) Week 3 - Phase 3 ch sh th ng (be, was) Week 4 - Phase 3 ai ee igh oa (my, you) Week 5 - Phase 3 oo ar or ur (they, her) Week 6 - Phase 3 ow oi ear air (all, are) Week 7 - Phase 3 ure er (Phase 2 Tricky Words Throughout)	Consolidate Phase 2 and 3		Week 1 - Phase 4 (said, so, have) Week 2 - Phase 4 (like, some, come) Week 3 - Phase 4 (were, there, little) Week 4 - Phase 4 (one, do, when) Week 5 - Phase 4 (out, what) (Phase 2/3 Tricky Words throughout)	Consolidate Phase 3 and 4
Mathematics (White Rose) Nursery and Reception	Measure (Size and Weight) Patterns Counting Aloud to 5 1:1 Counting		Counting Aloud to 10 1:1 Counting Match Objects and Numerals to 5 Comparing (Groups up to 5) 2D Shape		Counting Aloud to 10 !:1 Counting Positional Language Compare Size, Length, Weight and Capacity Time Pattern	
	Number and Place Value (Numbers to 5) Addition and Subtraction (Sorting into groups) Number and Place Value (Comparing groups of identical and non-identical objects) Addition and Subtraction (Change within 5) Measurement (Time) 2D Shape (Recognition and describing properties) Money (1p, 2p, 5p)		Addition and Subtraction (Introducing zero, number bonds to 5) Number and Place Value (Numbers to 10, counting to 10, comparing groups up to 10) Addition and Subtraction (Combining two groups, number bonds to 10 with tens frame and part whole model) Geometry (Spatial awareness, 2D shape, 3D shape) Money (up to 10p)		Geometry (Simple and complex patterns) Addition and Subtraction (Add by counting on and take away by counting back) Number and Place Value (Numbers to 20) Multiplication and Division (Doubling, halving, sharing, odds and evens) Measurement (Length, height, distance, weight, capacity) Money (up to 20p)	
Understanding the World	Begin to make sense of their own life-story and family's history.	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things.	Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants.	Explore and talk about different forces they can feel.	Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.
	Talk about what they see, using a wide vocabulary. Explore how things work. Use all their senses in hands-on exploration of natural materials.					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past.

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		Recognise some similarities and differences between life in this country and life in other countries.				Compare and contrast characters from stories, including figures from the past.
	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore colour and colour mixing. Develop their own ideas and then decide which materials to use to express them. Explore different materials freely, in order to develop their ideas about how to use them and what to make.
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Show different emotions in their drawings and paintings. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.					
	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.					
Reception Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay