



# Acorn Class Long Term Plan 2021-2022



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
<b>Characteristics of Effective Learning</b>	<p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Overarching principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					



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Main theme but not limited to ...	<b>Who was Florence Nightingale?</b>	<b>What materials should the three little pigs have used to build their house?</b>	<b>Why are humans not like tigers?</b>	<b>Where would you prefer to live, the UK or Africa?</b>	<b>How can we grow our own salad?</b>	<b>Toys we play with</b>
Possible lines of enquiry ...  These mini ideas within the themes may change or be replaced depending on child interests.	Me, My family  Occupations  Nurses and doctors  Historical differences	Materials  Constructions  Animals  Good vs bad  Special  Diwali,  Christmas  Autumn	Seasons Weather  My street My village  Compare Village with town  Chinese New Year.  World Book Day	Towns/Cities/Doddi  Village in Africa – Handa's Surprise  Easter	Seeds  Plants  Minibeasts  Vegetables	Favourite toys  Old and new toys  Transition to Year 1
Writing focus	<b>Story</b> How to Hide a Lion at School by Helen Stephens	<b>Story</b> Boa's Bad Birthday by Jeanne Willis and Tony Ross	<b>Poetry focus</b> Ellsworth's Extraordinary Electric Ears by Valerie Fisher	<b>Instructional writing</b> Outdoor Wonderland by Jeffery and Lickens	<b>Information (mini beast focus)</b> Look Inside Space by Rob Lloyd Jones, Benedetta Giaufret, et al.	<b>Letter writing</b> Fatou, Fetch the Water by Neil Griffiths

# EYFS Long Term Planning Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
<b>Communication and Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .					
EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions,  <b>Daily Story Time</b>	Making friends Talking about their family and themselves. Familiar stories. Sharing facts about themselves! Shared stories	Develop vocabulary Begin to retell familiar stories Use of story language Listening and responding to stories Following instructions Taking part in discussion	Using story language well Ask's how and why questions... Retell a story with story language	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Show and tell Weekend news
Early Learning Goal for the end of the year	<p style="text-align: center;"><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p style="text-align: center;"><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

# EYFS Long Term Planning

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General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
<b>Personal and Social Emotional Development</b>	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> .					
PSHE is developed throughout the year through our scheme Jigsaw, high quality interactions, stories, daily interactions, modelling and expectations.	Class Rule Rules and Routines  <b>Being Me in My World</b> 'Who am I and how do I fit?'	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Healthy Me</b> Being and keeping safe and healthy	<b>Relationships</b> Building positive, healthy relationships	<b>Changing Me</b> Coping positively with change
<b>Early Learning Goal for the end of the year</b>	<p style="text-align: center;"><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p style="text-align: center;"><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p style="text-align: center;"><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					

# EYFS Long Term Planning Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
Physical Development	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> .					
Fine Motor Control  Fine Motor control is fundamental for handwriting development. Through weekly challenges and CP opportunities children will access ...	Threading, cutting, weaving, playdough, Fine Motor activities.  Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities.  Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials  Show preference for dominant hand	Threading, cutting, weaving, playdough, Fine Motor activities.  Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities.  Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities.  Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough. Fine Motor activities. Form letters correctly Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor Control	<b>PE Lesson focus -</b> Co-ordination and footwork Tag Rugby Spatial Awareness	<b>PE Lesson focus -</b> Agility games Exploring ways of moving - hoops / ribbons / bean bags	<b>PE Lesson focus -</b> Core strength - body positions e.g pike, straddle etc. Ball skills	<b>PE Lesson focus -</b> Large apparatus - climbing equipment. Balls skills with equipment - bats, hockey.	<b>PE Lesson focus -</b> Balance and counter balance (with partners) Team Games	<b>PE Lesson focus -</b> Traditional games and dances Athletics
Early Learning Goal for the end of the year	<p style="text-align: center;"><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="text-align: center;"><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>					

# EYFS Long Term Planning Literacy - Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar words ( <b>decoding</b> ) and the <b>speedy recognition of familiar words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)					
Comprehension - Developing a passion for reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories.  Enjoys an increasing range of books	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Stories from other cultures and traditions Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  They develop their own narratives and explanations by connecting ideas or events	Information leaflets about animals in the garden/plants and growing. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Word Reading We use Read Write Inc from Reception through to Year 2	Reading: Initial sounds and letter formation. Focus on Sound blending books at home	<b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	<b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. Foreexception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	<b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books	<b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters	<b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.
Early Learning Goal for the end of the year	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>					

# EYFS Long Term Planning Literacy - Writing

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General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
Literacy	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)					
Writing	<p><b>How to Hide a Lion</b> by Helen Stephens</p> <p><b>Discussion</b> where would you hide in school?</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre</p>	<p><b>Boa's Bad Birthday</b> by Jeanne Willis</p> <p><b>Story</b></p> <p>What would you like for your birthday?</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Writing a birthday list</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a caption</p> <p>Create a story board.</p>	<p><b>Poetry focus</b></p> <p><b>Ellsworth's Extraordinary Electric Ears</b> by Valerie Fisher</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p>	<p><b>Instructional writing</b></p> <p><b>Outdoor Wonderland</b> by Jeffery and Lickens</p> <p>Creating own set of instructions, writing captions and labels, writing simple sentences. Writing short sentences to accompany instructions.</p> <p>Order the Easter story.</p> <p>Labels and captions – Recount</p> <p>Character descriptions.</p> <p>Write 2 sentences</p>	<p><b>Information (mini beast focus)</b></p> <p><b>Look Inside Space</b> by Rob Lloyd Jones, Benedetta Giaufret, et al.</p> <p>Describe space and what you might see if you were there.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p><b>Letter writing</b></p> <p><b>Fatou, Fetch the Water</b> by Neil Griffiths</p> <p>Letter writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts. Using familiar texts as a model for writing own stories.</p> <p>T4W - Write five sentences.</p>
Early Learning Goal for the end of the year	<p style="text-align: center;"><b>ELG: Writing</b></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>Write simple phrases and sentences that can be read by others.</p>					

# EYFS Long Term Planning Mathematics

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General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
Mathematics	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
White Rose Maths	<b>Just Like Me</b> Matching Sorting Comparing Pattern	<b>It's Me 1, 2, 3.</b> Representing Comparing Composition Shape Prepositional Language <b>Light and Dark</b> Number and Place Value Numbers 4 and 5 Spatial thinking and shape 2D / 3D Shape First / next / Last	<b>Alive in 5</b> Numbers 4 and 5 Subitising, Comparing groups within 5 Comparing quantities of identical objects / non identical objects One more / One less <b>Growing 6, 7, 8</b> Number and Place Value Numbers 6, 7, 8	<b>Building 9 and 10</b> Numbers 9, 10 Building 9 and 10 Early doubling Subitising  <b>Consolidation</b>	<b>Deepening knowledge of 10 and looking beyond</b> Building numbers beyond 10 10-15 Counting patterns beyond 10 Numbers 16, 17, 18, 19, 20  <b>First Then Now</b> Story Problems Spatial Reasoning	<b>Find my Pattern</b> Doubling Sharing Halving Subitising Even and odd  <b>On the Move</b> Patterns Making more complex pattern Find my pattern Number Measure Length, Weight, capacity
Early Learning Goal for the end of the year	<p style="text-align: center;"><b>ELG: Number</b></p> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p style="text-align: center;"><b>ELG: Numerical Patterns</b></p> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					

# EYFS Long Term Planning Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
<b>Understanding of the World</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
People, Culture and Communities	Family My house – draw maps of their bedroom or favourite room.	Through Diwali - explore different cultures, beliefs and traditions.	Through Chinese New Year -explore different cultures, beliefs and traditions.	'Handa's Surprise' compare where they live to the African village.	Children will learn the names of the homes of different animals.	
Past and Present	Different generations in their family.	Guy Fawkes	Magic Paintbrush story looking at the ancient Chinese traditions.	Transport – How has it changed over time? Compare and contrast different vehicles.	Dinosaurs	Life cycle of people, relating to their grandparents. Toys
The Natural World		Autumn walk  Forest school – Around the fire pit experience the heating / melting process through making popcorn, melting chocolate or marshmallows.	Winter – Ice experiment freezing/melting.	Spring  Compare the landscape of towns, villages and cities.	Observing Minibeasts. Life cycle: Growing Butterflies from caterpillars / frog life cycle Growing plants / flowers: sunflower competition,	Summer  Investigating floating and sinking – Plastacine experiment.
Early Learning Goal for the end of the year	<p style="text-align: center;"><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, 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 style="text-align: center;"><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p style="text-align: center;"><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

# EYFS Long Term Planning Expressive Arts and Design

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General Themes	Who was Florence Nightingale?	What materials should the three little pigs have used to build their house?	Why are humans not like tigers?	Where would you prefer to live, the UK or India?	How can we grow our own salad?	Toys we play with
Expressive Arts and Design	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Lots of links to Fine Motor Skills.</p> <p>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>	<p>Self portraits</p> <p>Build your favourite room in your home</p> <p>Artist – Kandinsky Exploring colour and shape. Superhero Dance –imitate movements in response to music.</p> <p>Caranga - Keep a steady pulse with some accuracy (e.g. clapping, marching, tapping)</p> <p>Explore long and short sounds on a variety of musical instrumnts.</p>	<p>Using colour for a purpose / mixing colours</p> <p>Design a Christmas card</p> <p>Textiles - Design and make a felt decoration using 'running stitch'. Sing songs (Christmas and Nursery Rhymes) which contain a small range of notes.</p> <p>Perform actions to accompany songs. (Fireworks)</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p> <p>Explore, respond and identify long and short sounds on a variety of musical instruments.</p>	<p>Observational drawings</p> <p>Exploring different animals and their patterns</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Rhythm</p> <p>Explore rhythm through play and create rhythms to represent animals.</p> <p>Role play different animals noises</p>	<p>Pitch</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Learn a traditional Indian song and dance and perform it / Encourage children to create their own music.</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Sing broadly in tune with a limited pitch range.</p> <p>Create music, and suggest symbols to represent sounds.</p> <p>Comment on my voice and others.</p>	<p>Drawing plants and flowers</p> <p>Artist: Henri Matisse - The Snail (collage)</p> <p><b>Salt dough fossils</b></p> <p>Pulse</p> <p>Create music and suggest symbols to represent the sounds.</p>	<p>Self portraits</p> <p>Food tech make and design a picnic (pirate them or link to The Lighthouse Keeper's Lunch).</p> <p>On the work bench, make your own toy.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Comment and respond to recorded music from different traditions genres, styles and times. For eg: 'This music is makes me feel happy/sad</p>
Early Learning Goal for the end of the year	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					