

West Grantham Primary Academy

EYFS Long Term Plan

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Good to be me Harvest	Celebrations Christmas, Diwali, Bonfire Autumn	Hot and Cold Winter Chinese New Year	Growing Spring Easter Eid	Transport Spring	Beside the Sea Summer Transition
School Value	Courage	Belief	Welcoming Difference	Love	Ambition	Integrity
Big Question (Spirituality link)	Have you ever felt alone?	Why is there light?	How am I special?	Where is love?	What are your dreams?	Why do we tell the truth?
Story Focus	Owl Babies The Little Red Hen	Lighting a Lamp. A Diwali Story. The Perfect Birthday Recipe Stickman	We all went on Safari The Blue Penguin	Errol's Garden The Very Hungry Caterpillar	Little People, Big Dreams, Amelia Earheart N – The Train Ride We're going on a Bear Hunt	Clean Up! Don't Worry Little Crab Sharing a Shell
Possible trips, visitors and experiences	Visits - PCSO/fire engine	Church visit – St Wulfram's Christmas Tree Festival	Walk around the local environment (park, café)	Little Jack's Farm Visit from a dental nurse	Belton House	Beach day
Communication and Language	Nursery Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Sing a large repertoire of songs. Reception Understand how to listen carefully and why listening is important. Engage in story times.	Nursery Enjoy listening to longer stories and can remember much of what happens. Reception Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	Nursery 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. Can start a conversation with an adult or a friend and continue it for many turns. Reception 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.	Nursery Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Reception 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.	Nursery Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use a wide range of vocabulary. Reception 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.	Nursery Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Can the child use sentences they have joined up with words like 'because', 'or', 'and' Reception 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.
	<i>C&L objectives taught throughout the year – Reception</i>					
	<p>Learn new vocabulary Use new vocabulary in different contexts Engage in story times Use new vocabulary through the day Listen carefully to rhymes and songs, paying attention to how they sound. Develop social phrases Learn rhymes, poems, and songs. Communication and Language ELG's</p>					
	<p style="text-align: center;">Listening, Attention and Understanding</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;">Speaking</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>

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	Good To Be Me	Celebrations	Hot and Cold	Growing	Transport	Beside the Sea
Personal, Social and Emotional Development	Nursery Select and use activities and resources, with help when needed. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Nursery Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop their sense of responsibility and membership of a community. Begin to understand how others might be feeling.		Nursery Play with one or more other children, extending and elaborating play ideas. Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Develop a sense of responsibility and membership within a community	
	Reception See themselves as a valuable individual. Build constructive and respectful relationships. Linked PD Objective Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene		Reception Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Linked PD Objective Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene		Reception Think about the perspectives of others. Use courtesy and manners. Manage their own needs. Linked PD Objective Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	
	Name people who are special to me; both friends and family members To demonstrate good personal hygiene: toilet and handwashing. To name body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth	Talk about things that I like and that people like about me. Say what makes a good friend Express their feelings and consider the feelings of others. To know what physical health is. Linked PD Objective Know and talk about the different factors that support their overall health and wellbeing: regular physical activity.	Know it is okay to say no when something isn't safe or comfortable. (PANTS) Know when I need to ask for and seek permission. Talk about how we are the same and different: respect and celebrate each other's differences. Linked PD Objective Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'	Identify when play is safe and comfortable. Know when I need to ask for and seek permission. To demonstrate good personal hygiene: brushing teeth. Linked PD Objective Know and talk about the different factors that support their overall health and wellbeing: healthy eating	Recognise danger and know that there are things I can do to keep myself safe (e.g. who I can talk to, where I can go in emergencies) To say what their bedtime routing looks like Linked PD Objective Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian.	Talk about how we are the same and different: respect and celebrate each other's differences. To know what physical health is. Linked PD Objective Know and talk about the different factors that support their overall health and wellbeing: regular physical activity.
	Self-Regulation 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.		Managing Self 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.		Building Relationships 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.	
Physical Development	<i>PD objectives taught through continuous provision and quality adult interactions</i>					
Nursery	Continue to develop their movement, balancing, riding and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan Start to eat independently. Use one-handed tools and equipment. Be increasingly independent as they get dressed and undressed. Be increasingly independent in meeting their own care needs.		Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Make healthy choices about food, drink, activity and toothbrushing. Use one-handed tools and equipment. Be increasingly independent as they get dressed and undressed. Be increasingly independent in meeting their own care needs.		Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use one-handed tools and equipment. Be increasingly independent as they get dressed and undressed. Be increasingly independent in meeting their own care needs.	
Physical Development Get Set for PE Reception	Introduction to PE Unit 1 To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path.	Dance Unit 1 To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels.	Gymnastics Unit 1 To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling.	Ball skills Unit 1 To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.	Games Unit 1 To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it.	Fundamentals Unit 2 To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment.

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	<p>To work with others co-operatively and play as a group. To follow, copy and lead a partner.</p>	<p>To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination. To move with control and co-ordination, linking, copying and repeating actions.</p>	<p>To copy and create short sequences by linking actions together.</p>		<p>To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.</p>	
<p><i>PD objectives taught through continuous provision and quality adult interactions throughout the year</i></p> <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 Progress towards a more fluent style of moving, with developing control and grace Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>						
	<p>Gross motor skills</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>PD ELG's</p> <p>Fine motor skills</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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>		
Literacy	<p>Nursery 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 page sequencing</p> <p>Makes up stories, play scenarios, and drawings in response to experiences. Sometimes gives meaning to their drawings and paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p>	<p>Nursery 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 page sequencing</p> <p>Makes up stories, play scenarios, and drawings in response to experiences. Sometimes gives meaning to their drawings and paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p>	<p>Nursery Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word</p> <p>Recognise words with the same initial sound. Engage in extended conversations about stories, learning new vocabulary. Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols from left to right</p>	<p>Nursery Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word</p> <p>Recognise words with the same initial sound. Engage in extended conversations about stories, learning new vocabulary. Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols from left to right</p>	<p>Nursery Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>	
	<p>Reception – Reading (RWI) Read individual letters by saying the sounds for them.</p>	<p>Reception – Reading (RWI) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Reception – Reading (RWI) 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.</p>			
	<p>Reception - Writing Form lower-case letters correctly. To use developing phonic knowledge to write simple words.</p>	<p>Reception - Writing Form lower-case letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Reception - Writing Form lower-case 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.</p>			

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Genres of writing - Labels Lists	Genres of writing - Labels Lists Poetry – repetitive	Genres of writing - Captions Labels Lists Narrative – sequencing & retelling	Genres of writing - Captions Labels Lists Poetry - Riddle Recount Instructions	Genres of writing - Captions Labels Lists Narrative – sequencing and retelling	Genres of writing - Captions Labels Lists Narrative - Setting descriptions. Speech bubbles	
Comprehension 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.		Literacy ELG's Word Reading 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.		Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		
Phonics- Nursery	Phase 1 phonics programme				RWI picture cards, Fred games and signal	
Phonics- Reception	Set 1 single sounds, learning to blend	RWI programme – grouped by ability after whole class teaching				
Mathematics Nursery	<p><i>Nursery objectives taught every term and through continuous provision and quality adult interactions.</i></p> <p>Show 'finger numbers' up to 5 Recite numbers past 5. Experiment with their own symbols and marks as well as numerals. Say one number for each item in order: 1,2,3,4,5.</p>					
	Comparison 1 More than, fewer than, same Shape, space and measure 1 Explore and build with shapes and objects Shape, space and measure 2 Explore position and space Pattern 1 Explore repeats Pattern 2 Join in with repeats	Counting 1 Hear and say number names Counting 2 Begin to order number names Subitising 1 I see 1, 2, 3 Subitising 2 Show me 1, 2, 3	Counting 3 Move and label 1, 2, 3 Counting 4 Take and give 1, 2, 3 Shape, space and measure 3 Explore position and routes Pattern 3 Explore patterns	Shape, space and measure 4 Match, talk, push and pull Subitising 3 Talk about dots Comparison 2 Compare and sort collections Pattern 4 Lead on own repeats	Shape, space and measure 5 Start to puzzle Pattern 5 Making patterns together Subitising 4 Make games and actions Counting 5 Show me 5	Pattern 6 My own pattern Counting 6 Stop at 1, 2, 3, 4, 5 Comparison 3 Match, sort, compare
	<p>Nursery and Reception</p> <p>Daily maths routines – counting, days of the week</p> <p>Daily singing time including number rhymes and counting songs.</p>					

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<p>Mathematics WhiteRose</p> <p>Reception</p>	<p>Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p>Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	<p>It's me 1,2,3! Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p> <p>Circles and triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>1,2,3,4,5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p>Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Alive in 5! Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>Mass and capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double)</p>	<p>Length, height and time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p> <p>Explore 3-D shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>To 20 and beyond Build numbers beyond 10 (10 -13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How many now? Add more How many did I add? Take away How many did I take away?</p> <p>Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p>	<p>Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations</p> <p>Make connections Deepen understanding Patterns and relationships</p>
		Maths ELG's			Numerical Patterns	
		<p style="text-align: center;">Number</p> <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>			<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</p>	

Understanding the World

<p>Science</p>	<p>Being Scientific – continuous throughout the year</p> <p>Nursery Use all of their senses in hands on exploration of natural materials. Talk about what they see using a wide vocabulary</p> <p>Reception Explore, describe and question the world around them. Describe what they see, hear, and feel whilst outside.</p>	<p>Matter</p> <p>Nursery Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.</p> <p>Reception Experience, explore and describe a range of common materials</p>	<p>Being Scientific – continuous throughout the year</p> <p>Nursery Use all of their senses in hands on exploration of natural materials. Talk about what they see using a wide vocabulary</p> <p>Reception Explore, describe and question the world around them. Describe what they see, hear, and feel whilst outside. Looks closely at similarities, differences, patterns and change in nature</p>	<p>Life</p> <p>Nursery Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things. Develop an understanding of growth, decay and changes over time.</p> <p>Reception Understand the key features of the life cycle of a plant and animal. To know how to plant a seed and to care for growing plants. Identify and name common animals and plants: talk about change</p>	<p>Energy</p> <p>Nursery Talk about why things happen and explore how things work</p> <p>Reception Explore the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision</p>	<p>Being Scientific – continuous throughout the year</p> <p>Nursery Use all of their senses in hands on exploration of natural materials. Talk about what they see using a wide vocabulary</p> <p>Reception Explore, describe and question the world around them. Describe what they see, hear, and feel whilst outside. Looks closely at similarities, differences, patterns and change in nature</p>
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						Knows about similarities and differences in relation to places, objects, materials and living things
<p>Science ELG's</p> <p>Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.</p> <p>Explore the natural world around them making observations and drawing pictures of animals and plants.</p>						
Geography	<p>Local Environment</p> <p>Nursery To talk about what they can see within their school environment.</p> <p>Reception Place: To know significant local places – our school environment.</p> <p>Space: To know simple features of their local environment – our school environment [buildings, roads, trees, playground].</p>	<p>Seasons</p> <p>Nursery To experience the features of Autumn</p> <p>Reception Physical: To know and identify daily weather patterns [rain, sun, wind, snow].</p> <p>Understand the effect of changing seasons on the natural world around them. (Autumn)</p>	<p>Natural Landscapes</p> <p>Nursery To experience the features of Winter</p> <p>To know that there are different environments.</p> <p>Reception Place: To know significant local places – our local area [park, school, church, home, street].</p> <p>Space: To know simple features of their local environment – our local area [trees, plants, fields].</p> <p>To observe and experience the features of Winter.</p> <p>Recognise and explain some similarities and differences between life in this country and life in other countries.</p>	<p>Weather</p> <p>Nursery To experience the features of Spring</p> <p>Reception Physical: To know and identify daily weather patterns [rain, sun, wind, snow].</p> <p>Understand the effect of changing seasons on the natural world around them. (Spring)</p>	<p>Travel</p> <p>Nursery To talk about what they can see around them (road, shop, house, buildings)</p> <p>Reception Place: To know significant local places – enroute to Belton House [petrol station, shops]</p> <p>Space: To know simple features of their local environment – enroute to Belton House [roads, streets].</p> <p>Cartography: To know that maps give information about the world. (cross curricular story map)</p>	<p>Environment</p> <p>Nursery Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To experience the features of Summer.</p> <p>Reception Human: To know that resources should be cared for and that some can be recycled [plastic, paper, wood].</p> <p>Physical: To know natural landscapes [sea, beach].</p> <p>Understand the effect of changing seasons on the natural world around them. (Summer)</p> <p>Recognise and explain similarities and differences between environments that are different to the one in which they live.</p>
<p>Geography ELG's</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>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.</p>						
Design and Technology	<p>Exploration of Materials</p> <p>Nursery Explore different materials freely in order to develop their ideas about how to use them and what to make.</p> <p>Reception User: To explore the range of materials within the EYFS classroom.</p> <p>Innovation & Implementation: Adults to support through questioning and to encourage the use of a range of resources.</p> <p>Tools/ Materials: To encourage the use of a range of resources from the creative area. To use resources and tools safely for cutting, shaping, joining and finishing.</p>		<p>Structures</p> <p>Nursery Develop their own ideas and decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Reception User: To know how to make an observation hut using junk modelling techniques (fastenings).</p> <p>Innovation & Implementation: To design their observation hut and follow their plan to create it. To use resources and tools safely for cutting, shaping, joining and finishing.</p> <p>Tools/ Materials: To select and use a range of resources to construct the</p>		<p>Food (Fruit Salad)</p> <p>Nursery Explore how things work. Talk about what they see using a wide vocabulary.</p> <p>Reception User: To know that strawberries are grown on a plant. To know that a fruit salad is a mixture of different types of fruit.</p> <p>Innovation & Implementation: To know of a selection of fruits to create a fruit salad.</p> <p>Tools/ Materials: To know how to use knives safely to cut the soft fruits.</p>	

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	<p>Evaluation: To talk about their creation with an adult.</p>		<p>observation hut (fastenings, tape and glue).</p> <p>Evaluation: To share their creation explaining how they created different features.</p>		<p>Evaluation: To share their creation, explaining how they created their fruit salad.</p>	
<p>Design and Technology ELG's (EAD)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>						
History	<p>Family History</p> <p>Nursery To show an interest in their family story.</p> <p>Reception To talk about members of their family and community. (culture box)</p> <p>To comment on images of familiar situations in the past</p> <p>Chronology: To know how to use terms to talk about the past and sequence family events. (E.g. old, new, today, tomorrow, yesterday and week)</p> <p>Evidence: Use items and pictures to explore similarities and differences between the past and present.</p> <p>Significance: Ask questions to find out about the past.</p>	<p>Images of the Past</p> <p>Nursery To listen to stories featuring settings and characters from the past.</p> <p>Reception To comment on images of familiar situations in the past.</p> <p>Chronology: To know how to use terms to talk about the past and sequence events. (past, present, old, new, then, now).</p> <p>Evidence: Use items and pictures to explore similarities and differences between the past and present.</p> <p>Significance: Ask questions to find out about the past.</p>			<p>Characters from the Past</p> <p>Nursery To listen to stories featuring settings and characters from the past.</p> <p>Reception To compare and contrast characters from stories including figures from the past.</p> <p>Chronology: To know how to use terms to talk about the past and sequence events. (past, present, old, new, then, now).</p> <p>Evidence: Use items and pictures to explore similarities and differences between the past and present.</p> <p>Significance: Ask questions to find out about the past.</p>	
<p>History ELG's</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events, encountered in books, read in class and story telling.</p>						
RE Nursery	<p>RE is taught to Nursery by...</p> <p>Learning about different religious festivals throughout year e.g. Harvest, Christmas, Divali, Chinese New Year, Easter, Eid.</p> <p>Reading stories linked to different religions and celebrations.</p> <p>Continuing to develop positive attitudes about the differences between people.</p>					

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	Autumn 1: Myself	Autumn 2: Special People to Me	Spring 1: Our Special Books	Spring 2: Salvation (UC)	Summer 1 – Creation (UC)	Summer 2 – Our Beautiful World
RE Reception	To know the importance of religion. To know some people believe in a God. To know about the Harvest.	To know Jesus is special to Christians. To know people are special.	To know about special and Holy books. To know special stories from Holy books. To know about places of worship.	Why do Christians put a cross in an Easter Garden? To know the key events of Palm Sunday.	Why is the word 'God' so important to Christians? To know about the Creation story. To understand and know the importance of God to Christians.	To explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism To explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.
	Key knowledge from this unit: I know that belonging to a religious world view is very important to some people and that some people believe in God. I know some key words used to describe people who are religious: Christian, Muslim, Hindu, Jewish, Sikh, Buddhist I know how Christians celebrate Harvest Festival.	Key knowledge from this unit: I know that some people are special to us because they help us and teach us how to live good lives. I know that Jesus is a special person to Christians. I know that the Prophet Muhammed is a special person to Muslims.	Key knowledge from this unit: I know that the Bible is a special book for Christians. I know that the Qur'an is a special book for Muslims. I know at least one special story for Christians and Muslims (e.g., the story of creation, the Lost Sheep (Christianity), The Prophet and the Spider (Islam).	Key knowledge from this unit: I know that a palm cross is a special symbol for Christians I can retell some key events of Palm Sunday I can recognise the shape on the top of a hot cross bun	Key knowledge from this unit: I know that God is a very important person to Christians I can retell the creation story from the Bible	Key knowledge from this unit: I know that we can see use all of our senses to find out more about the natural world. I know that Christians and Muslims believe the natural world is special because God created it.
	<i>This objective is taught through topic lessons when learning about the different festivals</i> Recognise people have different beliefs and celebrate special times in different ways					
	Diwali Christmas	Chinese New Year	Eid			
	RE ELG's 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.					
Computing	<i>Computing is taught using PSHE assemblies, everyday experiences, cross-curricular lessons and computing lessons and activities.</i>					
		Creation Nursery Shows an interest and knows how to operate simple equipment. Reception Information Technology: To know how to use technological devices to capture pictures, sounds and mark making.	Safety Nursery and Reception To know how to use technology safely. To know what to do if something unexpected happens online.		Coding Nursery Plays with a range of materials to learn cause and effect. Reception Computer Science: To know that technology plays a part in our lives. Digital Literacy: To know how to use technology safely.	Safety Nursery and Reception Use online activities with the support and permission of adults. Know what to do if something unexpected happens online.

Expressive Arts and Design

EAD objectives taught through continuous provision and quality adult interactions throughout the year

Nursery

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.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Reception

Develop storylines in their pretend play.

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EAD ELG's
 Make use of props and materials when role playing characters in narratives and stories.
 Invent, adapt and recount narratives and stories with peers and their teacher.

		Focus artist – Adonna Khare Focus skill – Drawing		Focus artist – Eric Carle Focus skill – Painting and Collage		Focus artist – Michelle Reader Focus skill – Sculpture
Art		<p>Nursery Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. (fireworks) Show different emotions in their drawing and paintings.</p> <p>Reception Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of art work (e.g. in their own work, or that of artists) Identify how a piece of art makes them feel. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>		<p>Nursery Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colours and colour mixing. Show different emotions in their drawing and paintings.</p> <p>Reception Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of art work (e.g. in their own work, or that of artists) Identify how a piece of art makes them feel. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills.</p>		<p>Nursery Create shapes and begin to use these shapes to represent objects. Explore colours and colour mixing.</p> <p>Reception Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art. Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of art work (e.g. in their own work, or that of artists) Identify how a piece of art makes them feel. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Explore, use, and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>

Art ELG's
 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.

Music	<p>To sing familiar songs in a group</p> <p>Nursery To listen with increased attention to sounds</p> <p>Reception To be able to sing in a group or on their own, to match the pitch and follow the melody. To know and discriminate between sounds that they can hear.</p> <p>Shape: To know the music terminology; high, low, soft, loud, fast, short, slow, beat.</p>	<p>To sing familiar songs alone</p> <p>Nursery To remember and sing entire songs alone</p> <p>Reception To be able to sing in a group or on their own, to match the pitch and follow the melody. To know and discriminate between sounds that they can hear.</p> <p>Shape: To know the music terminology; high, low, soft, loud, fast, short, slow, beat.</p>	<p>To sing the pitch and tone sung by another person</p> <p>Nursery To begin to match the pitch and tone sung by another person (pitch match).</p> <p>Reception To know that pitch can be changed (pitch match) and they are able to do this when singing alone or in a group. To know how movement can be used to explore and engage in music.</p> <p>Shape: To know the music terminology; high, low, soft, loud, fast, short, slow, beat.</p>	<p>To sing the melodic shape</p> <p>Nursery To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Reception To know that pitch can be changed (pitch match) and they are able to do this when singing alone or in a group. To know how movement can be used to explore and engage in music.</p> <p>Shape: To know the music terminology; high, low, soft, loud, fast, short, slow, beat.</p>	<p>To express thoughts and feelings</p> <p>Nursery To respond to what they have heard, expressing their thoughts and feelings.</p> <p>To know how to play instruments with increasing control to express their feelings and ideas.</p> <p>Reception Communication: To be able to communicate how a piece of music, dance or performance art makes them feel.</p> <p>Communication:</p>	<p>To use musical instruments to express thoughts and feelings.</p> <p>Nursery To create their own songs, or improvise a song around one they know.</p> <p>To know how to play instruments with increasing control to express their feelings and ideas.</p> <p>Reception To explore and engage in music making and dance, performing solo or in groups.</p>
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	<p>Communication: To know what a steady beat is and keep a steady beat when asked.</p>	<p>Communication: To know what a steady beat is and keep a steady beat when asked.</p>	<p>Communication: To know what a steady beat is and keep a steady beat when asked.</p>	<p>Communication: To know what a steady beat is and keep a steady beat when asked.</p>	<p>To know and understand how to compose and improvise music (including song) using their early knowledge of musical shape and a variety of resources and instruments.</p> <p>Communication: To be able to communicate how a piece of music, dance or performance art makes them feel.</p> <p>Communication: To know and understand how to compose and improvise music (including song) using their early knowledge of musical shape and a variety of resources and instruments.</p>
	<p>Music ELG's</p> <p>Sing a range of well-known nursery rhymes and song</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>				