Walwayne Court
Primary School
Courageous changemakers for ourselves, the community and beyond

EYFS Long Term Plan

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions to support the

Characteristics of Learning:
Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'
Active learning – Motivation: Being involved and concentrating, keeping trying, enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 – 7 weeks	Autumn 2 – 7 weeks	Spring 1 – 6 weeks	Spring 2 - 5 weeks	Summer 1 – 7 weeks	Summer 2 – 8 weeks
Possible Themes	Marvellous Me! 	The World Around Me (Travel and Transport) 	Fire, Fire! (London) 	Let It Grow (Spring) 	On Safari (Africa) 	Explorers Unite (Space)
The Big Question	**What is special about me?**	**What is in the world around us?**	**Where is London?**	**How do plants grow?**	**What can we see on Safari?**	**What happens in Space?**
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines My family/ pets Being kind Autumn Similarities and differences **Key Events:** Black History Month Harvest	Bonfire safety Our local community and environment Different types of transport Weather Christmas Road Safety **Key Events:** Bonfire Night Remembrance Sunday Diwali Advent & Christmas Anti-bullying week World Nursery Rhyme week	People who help us- firefighters London landmarks **Key Events:** RSPB Big Schools' Birdwatch Safer Internet Day Pancake Day Random Acts of Kindness Day Valentine's Day	Spring Easter Egg Hunt Planting Chicks **Key Events:** British Science Week Mothers' Day World Book Day	Africa Safari day Animals **Key Events:** St George's Day Mental Health Awareness Week World Turtle Day	Space Mae Jamison exploration **Key Events:** Water Safety Week Wimbledon Fathers' Day

School Value	Aspirational	Persevering	Collaboration	Creative	Curious	Kind
Cultural capital and enrichment	Church Visit	Nativity Performance	Firefighter Visit?	Farm Visit Class Assembly	Sports Day	Grandparents' Day Beach Day
Roleplay areas	Home corner- Photos of our families	Home corner- train platform/ ticket office	Home corner- London train station	Planting station- Outside area	Home corner- Safari bus	Home corner- Space ship
Personal, Social and Emotional Development *Self-Regulation* *Managing Self* *Building Relationships*	**We are learning to…** Recognise that we are important people in our class. Begin to form friendships with our peers. Manage our own needs e.g. fastening coat and shoes. Develop confidence to try new activities and begin to show independence (link with challenges in provision) Identify and name emotions. Link book character's emotion to own experiences. Begin to set own goals and show resilience and in the face of challenge. Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	**We are learning to…** Recognise that we are important people in our class and school. Be a good friend to others and know what that means and involves. Begin to identify and moderate own feelings socially and emotionally e.g Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves. Think about the perspectives of others. Eg how do you think X feels when this happens? Manage our own personal hygiene including going to the toilet and washing our hands.	**We are learning to…** Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Form positive relationships with adults and friendships with peers. Manage own self-care needs. .	**We are learning to…** Consider and talk about how others may be feeling or what they might be thinking during different activities. Explain the reasons for rules, know right from wrong and try to behave accordingly (ready, respectful, safe). Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally. Continue to see self as a valuable individual.	**We are learning to…** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	**We are learning to…** Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. *RSE*

Physical Development *Gross Motor Skills* *Fine Motor Skills* *Throughout the year we will: Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.*	**We are learning to…** Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Develop small motor skills to use a range of tools competently and confidently including -tools with playdough -activities and building things with smaller linking blocks, such as duplo or lego -Show a preference for a dominant hand -Use chalk and tools such as a paintbrush to mark make Safely use a range of large and small apparatus outside in the EYFS outdoor area.	**We are learning to…** Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Develop small motor skills to use a range of tools competently and confidently including • tools with playdough activities • using tweezers, threading and pegs	**We are learning to…** Continue to refine the fundamental movement skills we have already acquired. Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills to use a range of tools competently and confidently including • tools with playdough activities • using tweezers, threading and pegs Confidently and safely use a range of large and small apparatus inside and outside.	**We are learning to…** Link sequences of movement with confidence, control and fluency. Develop small motor skills to use a range of tools competently and confidently including • tools with playdough activities • using tweezers, threading and pegs	**We are learning to…** Demonstrate strength, balance and coordination when taking part in atheletics activities. Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Develop small motor skills to use a range of tools competently, safely and confidently including • tools with playdough activities e.g., knife and fork • using tweezers, threading and pegs. • Cutlery • Scissors • Paintbrush	**We are learning to...** Negotiate space and obstacles safely with consideration for ourselves and others. Demonstrate strength, balance and coordination when playing. Develop small motor skills to use a range of tools competently, safely and confidently including • tools with playdough activities e.g., knife and fork • using tweezers, threading and pegs. • Cutlery • Scissors • Paintbrush • Spray bottle to water plants
PE	Playground Games	Invasion Games	Gymnastics	Dance	Athletics	Invasion Games

Communication and Language *Listening, Attention and Understanding* *Speaking*	**We are learning to…** Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names). Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	**We are learning to…** Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk. Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts.	**We are learning to…** 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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	**We are learning to…** Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes. Describe events in some detail. (linked to books eg life cycle). Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week). Develop and use social phrases with confidence (e.g let's play this together).	**We are learning to…** Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about ‘People who Help Us’, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences)	**We are learning to…** Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express 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.

English (Reading and Writing)	Story Time- Super Six The Colour Monster Milo's Monster Meesha Makes Friends Ruby's Worry Ravi's Roar Finn's Little Fibs	Drawing Club (1 session per week) The Naughty Bus Road Runner Additional texts: Arlo's Adventure The Train Ride Little Glow	Drawing Club (2 sessions per week)	Drawing Club (2 sessions per week)	Drawing Club (2 sessions per week)	Drawing Club (2 sessions per week)
Comprehension *Word Reading* *Writing* *Handwriting*	**We are learning to…** **Comprehension** Children will independently look at a book, hold it the correct way and turn pages. **Word Reading** Children will segment and blend sounds together to read words. **Writing** Children will give meanings to the marks they make. **Handwriting** We are learning how to hold a pencil correctly and make marks.	**We are learning to…** **Comprehension** Children will engage and enjoy an increasing range of books. **Word Reading** Children will begin to read captions and sentences. **Writing** Children will form letters correctly. **Handwriting** We are learning how to write Bendy Friends.	**We are learning to…** **Comprehension** Children will act out stories using recently introduced vocabulary. **Word Reading** Children will recognise taught digraphs in words and blend the sounds together. **Writing** Children will write words representing the sounds with a letter/letters. **Handwriting** We are learning how to write Rainbow Pals.	**We are learning to…** **Comprehension** Children will be able to talk about the characters in the books they are reading. **Word Reading** Children will read words containing cloud words and digraphs. **Writing** Children will write labels/phrases representing the sounds with a letter/letters. **Handwriting** We are learning how to write Beanstalk Buddies.	**We are learning to…** **Comprehension** Children will retell a story using vocabulary influenced by their book. **Word Reading** Children will read longer sentences containing cloud words. **Writing** Children will write words which are spelt phonetically. **Handwriting** We are learning how to write Lightning Lot.	**We are learning to…** **Comprehension** Children will be able to answer questions about what they have read. **Word Reading** Children will read books matched to their phonics ability. **Writing** Children will write simple phrases and sentences using recognisable letters and sounds. **Handwriting** We are recapping all of our letters.

Phonics *Sounds Write*	**Units 1-3** Code- a,t,m,s,l,n,o,p,b,c,g,h VC and CVC words Cloud words: a, is, the, I	**Units 4-7** Code- d,e,f,v,k,l,u,r,j,w,z,x,y VC and CVC words Cloud words: for, of, are, was, all	**Units 7-9** Code- ss, ll, ff, zz VCC/CVCC/CCVC words Cloud words: review all learnt so far	**Unit 9-11** Code- sh, ch CCVC/CCVCC/CCCVC/CCVCC C words Cloud words: come, some, to	**Unit 11** Code- th (voiced and unvoiced), ck, ng, wh, q u, tch Consolidate initial code, skills and concepts Cloud words: there, their, these, what, where, who	**Bridging Units-** Lesson 6 w, wh c, k, ck ch, tch l, ll, le Consolidate initial code, skills and concepts Cloud words: revise all
Mathematics *Mastering Number* *SSM embedded within MN resources*	Maths Baseline Wk1- Subitising within 3 Wk2- Counting skills Wk3- Explore how all numbers are made of 1s Composition of 3 and 4 Wk4- Subitise objects and sounds Wk5- Comparison of sets- 'just by looking' Use language of comparison SSM- Positional Language	Wk6- Counting skills 'Five-ness of 5' (using one hand and die pattern for 5) Wk7- Comparison of sets- by matching Using language of comparison Wk8- Explore the concept of whole and part SSM- Practical exploration of parts and wholes- focusing on matching, turning and flipping Wk9- Composition of 3, 4 and 5 Wk10- Counting skills Match numerals to quantities within 10	Wk11- Subitise within 5 (die patterns) Match numerals to quantities within 5 Wk12- Counting- focusing on ordinality and the staircase pattern Wk13- Focus on 5 SSM- Block play- 3D constructions Wk14- Focus on 6 and 7 as '5 and a bit' Wk15- Compare sets and use language of comparison Make unequal sets equal	Wk16- Focusing on the 'staircase' pattern and ordering numbers Wk17- Ordering numbers to 8 Use language of less than SSM- Shape- Sort and classify 2D shapes Wk18- Composition of 7 Wk19- Doubles- explore how some numbers can be made with 2 equal parts Wk20- Sorting numbers according to attributes- odd and even numbers	SSM- Patterns Wk21- Counting- larger sets and things that cannot be seen Wk22- Subitising- to 6 including in structured arrangements Wk23- Composition- '5 and a bit' Wk24- Composition- of 10 Wk25- Comparison- linked to ordinality	SSM- Measurement Wk26- Subitise to 5 Introduce the rekenrek Review- Automatic recall of bonds to 5 Review-Composition of numbers to 10 Review- Comparison Review- Number patterns Review- Counting End of Year Maths Assessment

Understanding the *World* *Past and Present* *People, Culture and Communities* *The Natural World* *Science- Developing Experts*	**Our Science question-** *How can we take care of our own bodies?* Considering our own self care needs e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly. Thinking about healthy food choices. *DE Food/ Our Body*	**Our Science question-** *How do the seasons affect the world around us?* Understand the effect of changing seasons on the natural world around us. Understand some important processes and changes in the natural world around us, including the seasons and changing states of matter. *DE Weather and Seasons* **Our Geography question-** *Where in the world do we live?* Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	**Our Science question-** *What are things made of?* Use all our senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what we see using a wide vocabulary. Talk about the differences between materials and changes we notice. Explore and talk about different forces we can feel. *DE Materials* **Our History question-** *What happened in London in the past?* Know some similarities and differences between things in the past and now, drawing on our own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Our Science question-** *How do plants grow?* Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant or an animal. *DE Plants* *+seasons objectives linked to Spring*	**Our Science question-** *How do we care for living things?* Understand the key features of the life cycle of a plant or an animal. Begin to understand the need to respect and care for the natural environment and all living things. *DE Animals* **Our Geography question-** *Why is it hot in Africa?* 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.	**Our Science question -** *What is in Space?* Recognise some environments are different to the one in which they live. *DE Space* *+seasons objectives linked to Summer* **Our History question-** *What does it take to become a great explorer?* Talk about the lives of the people around us 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.

Religion & Worldviews *The Emmanuel Project*	**EP - Why is the word 'God' so important to Christians?** Theme: Views on the Existence of and Nature of God Focus skill(s): Believing & Thinking PSED: Self-regulation UW: People, Culture & Communities	**EP - Why do Christians perform Nativity plays at Christmas?** Theme: The Journey of Life Focus skill(s): Believing & Living PSED: Managing Self UW: People, Culture & Communities	**EP - What makes every single person unique and precious?** Theme: The Nature of Humanity Focus skill(s): Believing & Thinking PSED: Building Relationships UW: People, Culture & Communities	**Flashbacks**	**EP - Why do Christians put a cross in an Easter Garden?** Theme: The Nature of Humanity Focus skill(s): Believing & Living PSED: Managing Self UW: People, Culture & Communities	**EP - How can we care for our wonderful world?** Theme: Origins of the Universe and Responsibility for the Environment Focus skill(s): Living & Thinking PSED: Managing Self UW: The Natural World
Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Art- Explore and Draw Opportunities for mark making in provision Make a creation out of natural materials Have a play with a range of media types Observational drawings	DT- Structures Investigate different structures Junk modelling- link to mapping Making structures stronger Building structures using different materials	Embedded in Continuous provision	Art- Expressive Painting Mixing colours Creating patterns Still life Using different media Introduce sketchbooks	DT- Textiles Explore different fabrics How to use a needle Sew a creation Evaluate what we like, dislike and what we would change	Embedded in Continuous provision
Music *Charanga*		Nativity Performance	**Everyone!** Cross-curricular links/topic-based focus: Family, friends, people, music around the world	**Big Bear Funk** Cross-curricular links/topic-based focus: Transition		
Nursery Rhymes and Songs	Head, Shoulders, Knees and Toes If you're happy and you know it Wind the bobbin up	Nativity songs 1,2,3,4,5 fish I hear thunder Row, row, row your boat	5 little speckled frogs 5 little ducks 5 little monkeys	I'm a little bean seed Old McDonald There's a hungry caterpillar on a leaf Incy wincy spider	Ten green bottles Ten in a bed Ten fat sausages Hickory dickory dock	Twinkle, Twinkle little star 5 little men in a flying saucer Zoom, zoom, zoom

British Values Where this might be seen in EYFS: Continuous provision and any play opportunities Votes Lining up PSED sessions R&W sessions Assemblies Storytime votes	Mutual Respect	Mutual Tolerance	Rule of Law	Individual Liberty	Democracy	All British Values

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

The Natural World

- 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.

Personal, Social and Emotional Development

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.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Mathematics

Number

- 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.

Numerical Patterns

- 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.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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.

Literacy

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.

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.