

Bidford - On - Avon Primary school EYFS Long term plan

Subject Areas	Autumn	Spring 1	Spring 2	Summer
Theme	'We are all Superheroes' Celebrating: Starting School, Bonfire Night, Changing Seasons, Diwali, Christmas, People in our Community, Our Families.	5,3,4,2,1... Blast off!	All Creatures Great and Small	What Happened Once Upon a Time?
Wow Moments / key events	Co- op visit – small groups Autumn walk Harvest festival Diwali Visits from key workers (Police and Fire) Wow stars Smiley face cards Remembrance day Superhero dress up day Christmas songs to parents Reading meeting for parents	Co-op visit – small groups Marvellous me Superstar awards Chinese New Year Shrove Tuesday Library visits commence Phonic work shop for parents. Space theme dress up day	Co-op visit – small groups World book day Mothering Sunday Easter Potential visit to Oversley Hill Farm, The Butterfly Farm, All Things Wild.	Co-op visit – small groups Visit to post box to post letters Walk around Bidford village - Gingerbread Man hunt Teddy bears' picnic Bear Hunt
Key texts	<ul style="list-style-type: none"> • Owl babies • Elmer • The big book of Families • It's Okay to be Different • The Three Little Pigs • Supertato • People who help us – non fiction • Leaf man • The Rainbow Fish 	<ul style="list-style-type: none"> • Whatever Next. • How to Catch a Star • The Day Mars Disappeared • Aliens Love Underpants • If I were an astronaut. • Our Wonderful World • Lottie's Letters • Non-fiction texts - Space 	<ul style="list-style-type: none"> • The Snail and the Whale. • What the Ladybird Heard. • Sharing a Shell. • Dear Zoo • Dinosaurumpus • Polar bear, Polar bear • Non-fiction texts about creatures. • Super Worm • The Hungry Caterpillar • Superworm • Once there were Giants • Non-fiction texts - creatures 	<ul style="list-style-type: none"> • Jack and the Beanstalk • Jasper's Beanstalk • Goldilocks and the Three Bears • The Gingerbread Man • We're Going on a Bear Hunt • Brown Bear, Brown Bear. • Oliver's Fruit Salad • Oliver's Vegetables • Non-fiction texts - plants
Communication and Language	<u>Speaking:</u> Use new words in my talk. Talk in sentences. Describe actions and events. Use describing words in my sentences. Use pronouns in my talk. Use time words in my talk. Recite songs and rhymes by heart. Retell parts of a story. Talk about what is happening. Predict what might happen next. Talk about an event in the past. Ask simple questions.	<u>Speaking:</u> Join in discussions. Use new vocabulary in different contexts. Talk about what I am thinking. Describe and explain my ideas. Express my opinions. Give reasons. Talk about my feelings. Talk about a series of events in sequence. Talk about a series of ideas. Tell stories orally. Be fluent and coherent when I talk to others.		<u>Speaking:</u> Express opinions, feelings and ideas. Ask and answer questions. Use a range of vocabulary. Speak in full sentences. Take turns in conversations. Use tenses and conjunctions in my talk.

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	<p><u>Listening, Attention and Understanding:</u> Listen to conversation. Listen with interest to a story. Respond to conversations and stories and rhymes that I have heard. Remember some simple elements from a story. Join in with a story or rhyme. Join in with conversation. Take turns when I talk. Follow simple instructions. Follow simple instructions that include prepositions.</p>	<p><u>Listening, Attention and Understanding:</u> Concentrate until an activity is completed. Listen attentively in different situations. Listen for longer periods of time. Make sensible suggestions about what might happen next in a story. Ask questions about the stories that I have listened to. Follow a story without visual clues. Make comments about what I have heard. Listen and respond to others' talk. Follow more complex instructions that involve several ideas or actions. Answer how and why questions. Initiate and maintain a conversation.</p>	<p><u>Listening, Attention and Understanding:</u> Listen attentively to others when they are talking. Express opinions, feelings and ideas. Ask and answer questions. Use a range of vocabulary. Speak in full sentences. Take turns in conversations. Use tenses and conjunctions in my talk. Respond appropriately to what others are saying.</p>
Personal, Social and Emotional Development	<p>1Decision story books, dilemma drops, sorting cards and talking cards used throughout the year to support the children's learning.</p> <p><u>Managing Self</u> Try new things with support. Persevere with support. Follow the rules with support. Behave appropriately within boundaries. Put on and take off some items of clothing. Recognise when I need to go to the toilet. Wash and dry my hands. To recognise what is healthy and unhealthy.</p> <p><u>Relationships</u> Join in with others during my play. Choose who I play with. Invite other children to play with me. Respond appropriately to others in my play. Talk to others in my play. Share and take turns with support. Be aware of others' needs and wishes.</p> <p><u>Self-Regulation</u> Know that I have different emotions. Know that my actions and words can sometimes affect others. Behave appropriately within boundaries. Wait for my turn. Shift attention from one thing to another. Follow a 2 part instruction.</p>	<p>1Decision story books, dilemma drops, sorting cards and talking cards used throughout the year. Protective behaviours</p> <p><u>Managing Self</u> Do things without help. Tackle a challenge. Persist, take risks, be resilient. Try different ways to do things. Talk about the reasons for rules. Talk about what is right and wrong. Follow the rules independently. Manage my personal hygiene needs. Dress and undress independently. Talk about why making healthy food choices is important.</p> <p><u>Relationships</u> Listen to what others say. Find ways to resolve conflicts. Play co-operatively. Share and take turns. Take account of and include other people's ideas. Think about how other people feel when I make decisions for them.</p> <p><u>Self-Regulation</u> Talk about my own and others' feelings. Talk about how my actions can affect others. Talk about my own and others' behaviour and how this can affect others. Follow the rules. Change my behaviour to suit the situation. Accept changes in routine. Attend to more than one thing at a time. Follow instructions involving several ideas.</p>	<p>1Decision story books, dilemma drops, sorting cards and talking cards used throughout the year to support the children's learning.</p> <p><u>Managing Self</u> Dress and undress. Persevere. Manage risk and keep myself safe. Manage my own personal hygiene. Follow rules and manage my emotions. Make some healthy food choices. Follow instructions.</p> <p><u>Relationships</u> Make positive relationships. Compromise and negotiate to resolve conflict. Share and take turns. Wait for my turn.</p> <p><u>Self-Regulation</u> Follow rules and manage my own behaviour. Express and talk about my emotions. Follow instructions.</p>

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Literacy-Comprehension	<p>Listen and respond to stories, rhymes and poems.</p> <p>Talk about which stories I like.</p> <p>Join in with the repeated parts of a familiar story, rhyme or poem.</p> <p>Talk about key events in a familiar story rhyme or poem.</p> <p>Act out parts of familiar stories or rhymes.</p> <p>Retell a familiar story using some vocabulary from the text.</p> <p>Understand print has meaning, we read from left to right and top to bottom, handle a book and turn the pages correctly.</p>	<p>Listen more attentively to stories.</p> <p>To retell familiar stories.</p> <p>Discuss my views and ideas about the stories I have heard.</p> <p>Anticipate key events in a story or rhyme.</p> <p>Use vocabulary from texts in a range of different contexts.</p> <p>Make up my own endings to stories.</p> <p>Talk about settings, events and characters.</p> <p>Tell stories orally using vocabulary from books I have had read to me.</p> <p>Know that information can be retrieved from books, the internet.</p>	<p>Talk about what I have read.</p> <p>Know that text runs from left to right and top to bottom.</p> <p>Predict what might happen in a story.</p> <p>Understand what I have read.</p> <p>Retell stories I have heard.</p> <p>Use some story language to tell my own stories.</p> <p>Use vocabulary from books in my talk and writing.</p>
Literacy – word reading	<p>Discriminate between sounds, develop my auditory memory, copy a sequence of sounds.</p> <p>Recognise that some words sound the same (rhyming words).</p> <p>Recognise that some words start with the same sound.</p> <p>Identify syllables in a word, keep in time to a beat.</p> <p>Join in rhythmically with songs and rhymes.</p> <p>Recognise familiar words and signs.</p> <p>Work from left to right and top to bottom.</p> <p>Hold a book the right way up and turn pages in order.</p>	<p>Continue a rhyming string.</p> <p>Copy a simple rhythm.</p> <p>Link graphemes to phonemes.</p> <p>Hear and say initial sounds in words.</p> <p>Identify initial, middle and end sounds.</p> <p>Know which letter shapes represent sounds.</p> <p>Know names and sounds of letters of the alphabet.</p> <p>Read and understand simple sentences.</p> <p>Read some common irregular words.</p>	<p>Make a link between graphemes and phonemes.</p> <p>Segment and blend. (working at twinkl phonics level 4 – see below)</p> <p>Read some common regular and irregular words.</p> <p>Read sentences by applying phonic skills and reading some words by sight.</p>
Literacy – phonic skills	<p>Twinkl level 1 and 2</p> <p>Reading: Initial sounds, oral blending, CVC words, reading captions and simple sentences.</p> <p>Ensure books are consistent with the children’s developing phonic knowledge.</p>	<p>Twinkl level 3</p> <p>Reading: learning to read words containing digraphs and trigraphs.</p>	<p>Twinkl level 4</p> <p>Reading: cvcc, cvcc, ccvc words, polysyllabic words.</p> <p>Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Develop their stamina for reading longer texts and with increasing independence.</p>
Literacy-Writing	<p>Talk about the marks I make.</p> <p>Imitate adult writing by making continuous lines of shapes and symbols. From left to right.</p>	<p>Give meaning to marks I make.</p> <p>Represent sounds with letter shapes.</p> <p>Begin to break the flow of speech into words.</p>	<p>Write recognisable letters.</p> <p>Write most letters using the correct formation.</p> <p>Apply my phonic knowledge to spelling words.</p>

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	<p>Represent the initial sound of a word in my writing. Have a go at writing some letters of my Christian name. Begin to make letter type shapes to represent sounds in words.</p>	<p>Begin to segment the sounds in words. Write some recognisable letters. Use developing phonic knowledge to write labels, captions, progressing to simple sentences.</p>	<p>I can write simple phrases/sentences independently. I can read my writing. I can leave a space between words. I can use a sound mat to help me with my writing. I can use a tricky word mat to help me write some common tricky words.</p>
Mathematics	<p><u>Autumn 1</u> Getting to know you & Just like me! - Maths Baseline Assessment/ getting to know the children - Matching and sorting - Comparing Amounts - Comparing size, Mass & Capacity Exploring pattern</p> <p><u>Autumn 2</u> It's me 1, 2, 3! & Light and Dark - Representing 1, 2 & 3 - Comparing 1, 2 & 3 - Composition of 1, 2 & 3 - Circles and Triangles - Positional Language</p>	<p><u>Spring 1</u> Alive in 5! & Growing 6, 7, 8 - Introducing Zero - Comparing numbers to 5 - Composition of 4 & 5 - Comparing Mass - Comparing Capacity - 6, 7 & 8 - Combining 2 amounts</p> <p><u>Spring 2</u> Growing 6, 7, 8 & Building 9 & 10 - Making Pairs - Length & Height - Time - Counting to 9 & 10 - Comparing numbers to 10 - Bonds to 10 - 3D-shapes - Spatial Awareness patterns</p>	<p><u>Summer 1</u> To 20 and Beyond & First, then, now - Building Numbers Beyond 10 - Counting Patterns Beyond 10 - Spatial Reasoning (1) - Match, Rotate, Manipulate - Adding More - Taking Away - Spatial Reasoning (2) –</p> <p><u>Summer 2</u> Find My Pattern & On the Move - Doubling - Sharing & Grouping - Odd & Even - Spatial Reasoning (3) - Visualise & Build - Deepening Understanding - Patterns & Relationships - Spatial Reasoning (4) –</p>
Physical Development	<p><u>Gross motor:</u> Move in different ways. Move around a space safely. Develop my core strength to balance. Balance on one foot. Build my upper body strength. Cross the midline. Draw large lines and circles using my whole arm. Use both sides of my body to do the same thing at the same time. Use both sides of my body to do the same thing alternatively. Throw and catch a variety of objects of different weights and sizes. Kick a ball. Ride bikes and scooters.</p> <p>Hall/outdoor timetabled sessions: Exploring different ways of travelling, ball skills (rolling, kicking, bouncing, throwing and catching)</p>	<p><u>Gross motor:</u> Move in different ways in a coordinated way. Use my spatial awareness to avoid obstacles. Travel around, under, over and through equipment. Jumps off an object and lands appropriately. Co-ordinate both sides of my body to do different things. Develop my hand eye coordination. Throw, catch and kick with accuracy. Build my strength and stamina. Hall/outdoor timetabled sessions: Gymnastics – hall climbing and balancing equipment. Throwing and catching – practise and improve individual throwing and catching skills.</p>	<p><u>Gross motor:</u> Throw, catch and kick a ball. Balance using my core stability. Demonstrate strength and stamina. Negotiate space and obstacles safely. Move in a variety of ways.</p> <p>Hall/outdoor timetabled sessions: Games and Athletics: throwing, catching, jumping, running. Paired throwing and catching skills. Team games.</p>
	<p><u>Fine motor:</u> Isolate each of my fingers and build my finger strength. Develop wrist stability and strength. Develop a pincer grip. Draw lines and circles. Draw a simple representation of myself.</p>	<p><u>Fine motor:</u> Control and manipulate different tools safely and confidently (pencils, paintbrushes, spoons, knives and forks. Handle equipment and writing tools with dexterity. Use anti-clockwise movements in my drawing and writing. Draw intersecting lines and simple shapes. Draw a representation of myself to include a head, body and limbs.</p>	<p><u>Fine Motor:</u> Draw with accuracy and care. Hold a pencil effectively. Demonstrate control when using a variety of small tools.</p>

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	<p>Use one handed tools for example, making snips in paper with scissors.</p> <p>Hold writing tools using a tripod or comfortable grip.</p> <p>Show a preference for a dominant hand.</p> <p>Learning to copy some letter shapes.</p>	<p>Consistently use a tripod grip to control writing tools.</p> <p>Form some recognisable letters.</p>	
Understanding the World	<p><u>Past and Present:</u></p> <ul style="list-style-type: none"> The children will learn about their place in history within the context of their family and that there is a past before they were born. The children will learn about roles of people in society. Significant/annual events: Christmas, Guy Fawkes. The children will learn that some things were different in the past to how they are now eg clothing, transport, technology. 	<p><u>Past and Present:</u></p> <ul style="list-style-type: none"> How to use information to find out about events and people in the past. About significant events and people in the past. Neil Armstrong, Tim Peake, dinosaurs. Historical events and people have a significant place in our history. Lent/Easter/Mothering Sunday. Changes in ourselves as we grow, comparing similarities and differences between us now and when we were babies. Invite a parent and baby into school. 	<p><u>Past and Present:</u></p> <p>Story telling – sequencing. Life in the past - castles</p> <p>Use time vocabulary.</p> <p>Sequence events in the right order.</p> <p>Compare similarities and differences.</p> <p>Ask questions to find out more.</p> <p>Talk about roles people have in society.</p> <p>Use information in books to talk about life in the past.</p> <p>Draw conclusions of what I have found out.</p> <p>Talk about events from the past.</p>
	<p><u>People, Cultural and Communities:</u></p> <ul style="list-style-type: none"> My home where I live, features of the school environment. Diwali celebrations. Life in India. Bonfire Night, Christmas Celebrations <p>RE units: Which people are special and why? Which places are special and why?</p>	<p><u>People, Cultural and Communities:</u></p> <ul style="list-style-type: none"> Lunar New Year-celebrations of other cultures. Learning about features of the Poles and making comparisons with where we live. Planet Earth – our world and where we live. <p>RE units: Special world Which times are special and why?</p>	<p><u>People, Cultural and Communities:</u></p> <ul style="list-style-type: none"> Village walk learning about our immediate local environment Learning about where we and others live Map skills – looking at the local area on google maps, creating our own maps. Making observations and noting key features of the local environment. <p>RE units: Where do we belong? Which stories are special and why?</p> <p>By the end of Reception I Can.....</p> <p>Talk about where I live and key features.</p> <p>Talk about what life is like in another country.</p> <p>Talk about features on maps.</p> <p>Talk about the similarities and differences between people's religions and cultures, communities.</p>
	<p><u>The Natural World:</u></p> <ul style="list-style-type: none"> Characteristics of Autumn and Winter to include frequent seasonal walks around the school grounds observing changes. 	<p><u>The Natural World:</u></p> <ul style="list-style-type: none"> Spring Life cycles understanding processes and changes. Body parts. Planet Earth – our world and where we live. Looking after our natural world, caring for the environment. 	<p><u>The Natural World:</u></p> <ul style="list-style-type: none"> Observing and monitoring growth/change in plants and vegetables. Materials and their properties. Summer. Healthy Eating.

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		<ul style="list-style-type: none"> Animals and their habitats, contrasting environments. Observing changes in materials: heating, cooling, melting, mixing. Making observation of animals. 	<p>By the end of Reception I Can.....</p> <p>Name some plants and animals.</p> <p>Name some parts of plants and animals.</p> <p>Talk about similarities and differences.</p> <p>Talk about observations.</p> <p>Talk about changes.</p> <p>Talk about how to look after the natural world. Make careful drawings of observations.</p>
Expressive Arts and Design	<p><u>Creating with materials:</u></p> <p>Explore different media, materials, textures and colour.</p> <p>Colour mixing - Elmer</p> <p>Use malleable materials to represent my ideas.</p> <p>Use a variety of tools and techniques.</p> <p>Draw different lines.</p> <p>Use lines to draw shapes, use simple shapes in my drawings.</p> <p>Draw a person with some features.</p> <p>Represent my ideas using 3D materials.</p> <p>Talk about what I am doing.</p> <p>Use props when I am pretending.</p> <p>Use different materials in a variety of ways. Use construction materials (joining pieces, stacking vertically and horizontally, balancing, making enclosures.</p> <p>Control and manipulate a variety of tools.</p> <p>Experiment with different techniques.</p> <p>Join materials.</p> <p>Make structures.</p> <p>Talk about my ideas.</p> <p>Solve problems.</p>	<p><u>Creating with materials:</u></p> <p>Mix colours to create tones and shades.</p> <p>Combine different lines and shapes in my drawings.</p> <p>Draw a person with a head, body, arms, legs, facial features.</p> <p>Combine different media and materials to create different effects and textures.</p> <p>Use an increasing knowledge of tools, techniques and materials to explore ideas, interests and develop my thinking.</p> <p>Explore and experiment with different techniques.</p> <p>Create 3D representations in different ways using different media.</p> <p>Mould and sculpt with malleable materials.</p> <p>Extend my role play by using different props and materials.</p> <p>Describe and explain the processes I have used in my creations.</p> <p>Choose the most appropriate materials for a task.</p> <p>Manipulate materials in different ways.</p> <p>Choose the most appropriate tool for a task.</p> <p>Join materials in different ways.</p> <p>Make structures strong and stable.</p> <p>Plan before I make and talk about my ideas.</p> <p>Change and modify my planning ideas when necessary.</p> <p>Be resilient when things go wrong.</p>	<p><u>Creating with materials:</u></p> <p>Mould and sculpt.</p> <p>Use different techniques.</p> <p>Express my ideas.</p> <p>Control and manipulate different tools.</p> <p>Combine different materials to create different textures.</p> <p>Create 2D and 3D representations.</p> <p>Share and talk about my creations.</p> <p>Use props and materials in my role play.</p> <p>Talk about the work of famous artists.</p> <p>Make different tones and shades of colours.</p> <p>Draw different types of lines and shapes with control.</p> <p>Solve problems.</p> <p>Control and manipulate different tools.</p> <p>Design and plan.</p> <p>Make a structure, strong, stable and balance.</p> <p>Evaluate my work so I can make improvements.</p> <p>Express my imagination.</p> <p>Share and talk about my creations.</p> <p>Talk about and identify what different materials can be used for.</p> <p>Join materials together.</p>
	<p><u>Special tasks:</u></p> <p>Observational drawings of faces, termly drawings of self, autumn tree collages, bonfire crafts (printing and combining media), clay diwas. Design and make traps for evil pea.</p>	<p><u>Special tasks:</u></p> <p>Planets (exploring different media: paint, foam, colour wash, wax, resins, tissue paper, paper mache, pastels, chalks), clay aliens.</p> <p>Food: food tasting (Chinese New Year), moon snacks, planet biscuits. Easter cakes.</p>	<p><u>Special tasks:</u></p> <p>Design and make a chair for Baby Bear.</p> <p>Food: grow and eat food and vegetables. Bake gingerbread men. Make sandwiches and jelly for the Teddy Bears' picnic.</p>

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<p>Food: bread making (harvest), Christmas cookies. Food tasting (Diwali), potatoes (Supertato) apple crumble (autumn)</p> <p>Andy Goldsworthy – nature in art. Leaf man creations using natural resources. Picasso - portraits Kandinsky – enclosed shapes Piet Mondrian – lines</p>	<p>Van Gogh – Starry Night Andy Warhol - printing</p>	<p>Matisse – collage snails Van Gogh – Sunflowers Andy Goldsworthy - flowers</p>
<p><u>Being Imaginative and Expressive:</u> Express myself through music. Experiment with sounds. Listen carefully and respond to the sounds that I hear. Talk about what I think about the sounds that I hear. Join in with rhymes and songs. Sing familiar songs and rhymes by heart. Make up my own simple rhymes and songs. Experiment with the different sounds instruments make. Keep in time to the beat. Tap out a rhythm I have heard. Share my music making with others. Experiment with movements. Negotiate space. Balance. Cross the midline. Copy movements. Move to music Copy sequences of movement. Dance focus: fireworks, autumn leaves, Diwali dancing.</p>	<p><u>Being Imaginative and Expressive:</u> Play a variety of percussion instruments. Sing new songs and rhymes Make up songs. Compose music. Match the pitch and follow the melody of a song Express my feelings and ideas through music. Talk about how different music makes me feel. Express my opinions about different types of music Perform individually and in a group. Move in different ways and in different directions. Transfer my weight from one body part to another. Move in time to music. Create sequences of movements. Different dance moves. Experiment with different dance techniques. Create and adapt my own dances. Perform individually and in a group. Express myself through dance. Dance focus: Chinese New Year dragon dancing.</p>	<p><u>Being Imaginative and Expressive:</u> Express opinions about music. Sing with pitch and melody. Compose and perform. Follow a rhythm. Express my imagination and creativity. Sing a range of rhymes and songs. Play percussion instruments. Keep a steady beat. Perform. Transfer my weight from one body part to another. Balance. Express my imagination and creativity. Negotiate space. Move the body in different ways and in different directions. Move in time to music. Dance focus: We're going on a Bear Hunt</p>

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SMSC	<p>Themes have a half termly focus and are planned for in line with the whole school.</p> <p>Self-awareness skills.</p> <p>Self-management skills</p> <p>Social awareness skills</p> <p>Relationship skills</p> <p>Faith and Hope</p> <p>Decision making and creativity</p>	<p>Themes have a half termly focus and are planned for in line with the whole school.</p> <p>Self-awareness skills.</p> <p>Self-management skills</p> <p>Social awareness skills</p> <p>Relationship skills</p> <p>Faith and Hope</p> <p>Decision making and creativity</p>	<p>Themes have a half termly focus and are planned for in line with the whole school.</p> <p>Self-awareness skills.</p> <p>Self-management skills</p> <p>Social awareness skills</p> <p>Relationship skills</p> <p>Faith and Hope</p> <p>Decision making and creativity.</p>
Assessment	<p>Reception Government Baseline (RBA)</p> <p>Wellcomm screening (C& L)</p> <p>In house baseline observations</p> <p>Termly areas of learning assessments</p> <p>Phonic assessments</p> <p>Parent meetings</p>	<p>Parent meetings</p> <p>Termly areas of learning assessments</p> <p>Phonic assessments</p>	<p>End of year report to parents.</p> <p>Parent meetings</p> <p>Termly areas of learning assessments</p> <p>Completion of Foundation Stage profiles.</p> <p>Phonic assessments</p>