

Leasingham St Andrew's Primary School EYFS Long Term Planning 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry 	NURSERY RHYMES/ALL ABOUT ME The Colour Monster Pete the Cat Family Stick Man Stories about school	CELEBRATIONS/TERRIFIC TALES Autumn Diwali Bonfire Night Christmas around the world Father Christmas Traditional Tales Christmas story	ANIMAL PLANET Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	GROWTH AND CHANGE Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring Life cycles – frog, butterfly, plant	ON OUR DOORSTEP Features of our local area Rand Farm visit Local Area – local park visit People in our community who help us	FUN AT THE SEASIDE Summer holidays (past and present) Hot places Rockpools Mermaids Pirates Fossils & dinosaurs Other countries
Communication and Language 	<p><i>Understand how to listen carefully and why listening is important.</i></p> <p><i>Engage in story times</i>, rhymes, and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions.</p> <p><i>Understands 'why' questions.</i></p> <p><i>Use sentences 4-6 words.</i></p> <p><i>Use talk to organise play.</i></p>	<p>Listen in familiar & new situations.</p> <p><i>Engage in story times.</i></p> <p>Maintain attention in new situations.</p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p>Follow <i>instructions with 2 parts</i> in a familiar situation.</p> <p><i>Start a conversation with peers and familiar adults and continue for many turns.</i></p> <p><i>Develop social phrases</i></p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p><i>Engage in non-fiction books.</i></p> <p>Consider the listener and take turns.</p> <p><i>Use talk to organise/stand for something else in play.</i></p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p><i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i></p> <p><i>Ask questions to find out more and check understanding.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i></p> <p><i>Begin to connect one idea or action to another using a range of connectives.</i></p> <p>Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p><i>Describe events in some detail.</i></p> <p>Express ideas about feelings and experiences.</p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p>Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p><i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></p> <p>Speak in well-formed sentences with some detail.</p> <p><i>Use new vocabulary in different contexts.</i></p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
	<p><i>Learn new vocabulary</i></p> <p><i>Use new vocabulary through the day</i></p>	<p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems, and songs.</i></p>		<p><i>Use new vocabulary in different contexts</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p>		
Personal, Social and Emotional Development Self-regulation 	<p><i>Can talk about feelings.</i></p> <p>Welcome distractions when upset.</p> <p><i>Increasingly follow rules.</i></p> <p><i>Know likes and dislikes.</i></p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p><i>Build constructive and respectful relationships.</i></p> <p>JIGSAW: BEING ME IN MY WORLD</p>	<p><i>Beginning to express their feelings and consider the perspectives of others.</i></p> <p>Begin to take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p><i>Continue to build constructive and respectful relationships.</i></p> <p>JIGSAW: CELEBRATING DIFFERENCES (INCLUDING BULLYING)</p>	<p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p><i>Manage their own needs.</i></p> <p>Can identify kindness.</p> <p>Seek others to share activities and experiences.</p> <p>JIGSAW: DREAMS AND GOALS</p>	<p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p> <p>JIGSAW: HEALTHY ME</p>	<p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities</p> <p><i>Show resilience and perseverance.</i></p> <p>JIGSAW: RELATIONSHIPS</p>	<p><i>Able to identify and moderate own feelings.</i></p> <p><i>See themselves as a unique and valued individual.</i></p> <p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p> <p>JIGSAW: CHANGING ME</p>
Religious Education 	LINCOLNSHIRE AGREED SYLLABUS UNIT 'Myself'	LINCOLNSHIRE AGREED SYLLABUS UNIT 'Special people to me'	LINCOLNSHIRE AGREED SYLLABUS UNIT 'Our special books'	UNDERSTANDING CHRISTIANITY F3 (CORE UNIT) – SALVATION 'Why do Christians put a cross in an Easter garden?'	UNDERSTANDING CHRISTIANITY F1 (CORE UNIT) – CREATION 'Why is the word 'God' so important to Christians?'	LINCOLNSHIRE AGREED SYLLABUS UNIT 'Our Beautiful World'
Physical Development 	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Parachute games, team games</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Gymnastics</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Ball skills/games</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Fitness/stamina</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Dance</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Team games</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 and sport</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					

<p>Literacy</p>  <p>Reading</p>	<p>Comprehension: Listen and enjoy sharing a range of books. Hold book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
<p>Literacy</p> 	<p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to Little Wandle</p>	<p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some common exception words matched to Little Wandle</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where appropriate, some exception words.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where appropriate, some exception words.</p>	<p>Word Reading: Read some tricky words from Phase 4 e.g., said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>						
<p>Phonics</p>	<p>Begin Phase 2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Know grapheme phoneme correspondence of 20 letters/digraphs. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Graphemes – s a t p i n m d g o c k ck e u r h b f l Tricky words – is I the</p>	<p>Phase 2 Know grapheme phoneme correspondence of 16 letters/digraphs. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Graphemes – ff ll ss j v w x z zz qu ch sh th ng nk Word ending – s /s/ (hats) Word ending – z /z/ (his, bags) Tricky words – put pull full as and has his her go no to into she push he of we me be</p>	<p>Phase 3 Consolidate skills as in Autumn 2 and begin Phase 3 skills. Know grapheme/phoneme correspondence of 14 digraphs and trigraphs. Blend and segment known sounds for reading and spelling VC, CVC, CVCC Read longer words Graphemes – ai ee igh oa oo/oo ar or ur ow oi ear air er Words with double letters – dd mm tt bb rr gg pp ff Tricky words – was you they my by all are sure pure</p>	<p>Phase 3 Consolidate Phase 2 & 3 skills. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Read words with 2 or more digraphs and compound words. Write graphemes from memory and write a simple sentence using phonic knowledge. Word endings – ing -s -es/z/ Word middles – s /z/ Tricky words – review all</p>	<p>Phase 4 Consolidate phase 2/3 skills and begin Phase 4. Short vowels CVCC CCVC CCVCC CCCVC CCCVCC words, longer words, compound words. Write more graphemes from memory and write sentences using phonic knowledge. Word endings –ing, -ed /t/, -ed /id/ /ed/ - est Tricky words – said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Represent each of 42 phonemes by a grapheme and blend phonemes to read words and segment words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs. Long vowel sounds CVCC CCVC CCCVC CCV CCVCC Write longer sentences using phonic knowledge, write digraphs and trigraphs Word endings -s /s/ /z/ /es/ -ing -ed Tricky words – review all taught so far and secure spelling</p>
<p>Literacy</p>  <p>Writing</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g., writing on whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters & own symbols. Write letters & strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking & feelings. Understand that thoughts can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2/3 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories.) Begin to discuss features of own writing e.g., what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>

(Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

Mathematics
(White Rose & Numberblocks)



Count objects, actions, and sounds. Subitise

Matching. Sorting & Comparing
Comparing amounts
Comparing size, mass & capacity Exploring pattern - making simple.

Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10

Representing 1,2,3
Comparing 1,2,3
Composition of 1,2,3
Formation of 1,2,3
Circles and triangles
Positional language

Representing 4,5
Comparing 4,5
Composition of 4,5
Formation of 4,5
One more and less
Shapes with 4 sides.
Time

Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10

Introducing zero
Comparing numbers to 5
Composition of 5
Comparing Mass
Comparing Capacity

Number 6, 7, 8
Making pairs, pairs wise, doubles
Combining 2 groups
Length, height.
Time

Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10

Numbers 7, 8, 9
Making pairs.
Combining groups
Number bonds
3D shapes
Pattern.

Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10

Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering
Composition of numbers to 10 and beyond
Counting patterns to 10 and beyond
Spatial reasoning.
3D shape
Match, rotate, and manipulate
Pattern – AABB, BBA
Sunflower Challenge

Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10

Adding more
Taking away
Number bonds
Shape – spatial reasoning
Doubling
Sharing and grouping
Even and odd
Patterns and relationships

Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers. Compare length, weight, and capacity.

Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.

Ongoing throughout the year

Understanding the World



Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.

Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.
Comment on images of familiar situations in the past.

Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.

Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.

Chronology: Recount an event, orally, pictorial and/or with captions.

Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.

Chronology: Order experiences in relation to themselves and others, including stories.

Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons, focusing on seaside holidays 'then' and 'now'. Talk about what is the same and different.

Talk about why dinosaurs are not alive now and link to fossils/archaeology.

Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos.

Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

Enquiry: Explore states of matter when cooking gingerbread men

Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.
Identify on a map - **Recognise some environments that are different to the one in which they live e.g., Antarctica.**

Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

Explore states of matter (water/ice)

Mapping: Complete a simple BeeBot program using a grid map or carpet squares.

Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre

Understand the key features of the life cycle of a plant or animal.

Mapping: Draw information from a simple map and identify landmarks of our local area walk.

Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places.

Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)

Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.

Communication: Comment on what they notice about the environment where they live and **understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.**
Observation: Explore the natural world around them by taking part in regular forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



Portrait skills – drawing themselves, observational work, owl collage, junk modelling, colour mixing to paint Colour Monsters, collaborative large-scale mark making

Artist study – Giuseppe Archimboldo

Charanga Songs:

Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
This Old Man
Five Little Ducks
Name Song
Things for Fingers

Join in with songs

Develop storylines in their pretend play.

Use different textures/materials to make houses for the 3 Pigs, firework pictures, Rangoli patterns, Christmas cards and decorations,

Artist study – Yayoi Kusama, Piet Mondrian, Kandinsky

Charanga Songs:

I'm A Little Teapot
The Grand Old Duke of York
Ring O' Roses
Hickory Dickory Dock
Not Too Difficult
The ABC Song

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Nativity performance

Design and make homes for hibernating animals, symmetrical butterflies, animal masks, Chinese writing and lanterns, puppets using different joining techniques

Artist Study – Henri Rousseau

Charanga Songs:

Wind the Bobbin Up
Rock-a-bye Baby
Five Little Monkeys Jumping on The Bed
Twinkle, Twinkle
If You're Happy and You Know It
Head, Shoulders, Knees and Toes

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Investigating different textures and patterns, scarecrows, collage, junk modelling to make houses, printing patterns on Easter eggs, sunflower paintings, Mathers Day and easter cards/crafts, artwork themed around the Very Hungry Caterpillar

Artist Study – Vincent Van Gogh, Eric Carle

Charanga Songs:

Old Macdonald
Incy Wincy Spider
Baa, Baa Black Sheep
Row, Row, Row Your Boat
The Wheels on The Bus
The Hokey Cokey

Create collaboratively sharing ideas, resources, and skills.

Design and make rockets, boats, transport of own choice, creating holiday postcards, collage planets, clay aliens

Artist Study – Sophie Knight

Charanga Songs:

Big Bear Funk

Listen attentively, move to, and talk about music, expressing their feelings and responses.

Sand pictures, Rainbow Fish collage, lighthouse designs, paper plate jellyfish, salt dough fossils, water pictures, colour mixing to create an underwater picture, self-portrait to take to Year 1

Artist Study – Claude Monet

Charanga Songs Reflect, Rewind & Replay:

Big Bear Funk
Baa, Baa Black Sheep
Twinkle, Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings
Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants, important songs/hymns during Collective Worship