



St. Edward's Primary School, a Catholic Voluntary Academy
 EYFS Long Term Planning Map 2020 – 2021

The journey of the children encompasses their interests and is personalised through meticulous planning, themes and sequencing. The progress of the children happens through a creative, challenging curriculum.

Communication and Language

- *Stories – listen/retell
- *Sequences
- *Questioning and responding
- *Traditional Tales
- *Talk about people who care for our friends and us.
- *Instructional language
- *Stories, poems, songs and rhymes
- *Seasonal changes
- *Educational visit
- *Non-Fiction/Fiction
- *Puppets and small world roles and retelling.
- *Letter from a character
- *Songs and rhymes using percussion.

Prime Areas of Learning

Areas of learning	Autumn			Spring		Summer	
Year A	Why am I precious?	How many colours are in the autumn rainbow?	<u>Christmas</u> Why do we celebrate birthdays?	Who lives in the Land of make believe?	Spring/Easter How and why do things grow?	Which was the biggest Dinosaur?	What makes a good team?
Year B	Why am I precious?	How many colours are in the autumn rainbow?	<u>Christmas</u> Why do we celebrate birthdays?	Do Penguins and Polar Bears live in the same place?	Spring/Easter How and why do things grow? Easter	Can we sail the seven seas?	What makes our world so wonderful?
Come and See Religious Education	Myself Welcome Birthdays Judaism			Celebrating Gathering Growing Islam		Good News Friends Our World Sikhism	

Physical Development

- *Outdoor activities and challenges
- *Assault course
- *Height charts and silhouettes
- *Hand and foot prints
- *Senses
- *Parachute play
- *Circles and spirals
- *Fastenings – buttons, zips, press studs and laces
- *Large colour mixing using rollers and sponges
- *Rainbow bubbles
- *Building castles, towers and bridges
- *Puzzle play

- *Leaf play – rakes, wheelbarrows, gardening gloves and sacks
- *Movement – animals
- *Glitter trails – imagination and dinosaur building
- *Dinosaur footprints – hunt.
- *Welly play
- *Natural resources – mud, sand, snow and water
- *Splashing and jumping
- *Dark dens
- *Exploring shadows
- *Gross and Fine Motor Skills

Personal, Social and Emotional Development

- *Caring for themselves and others
- *Emotions and feeling
- *Discuss why they are special and unique
- *Role of the family
- *Making new friends
- *Being kind and helpful
- *Co-operation
- *People who help us at home and at school.
- *Keeping warm and safe
- *Memory games
- *Games – Rules/Working together
- *Homes and families
- *Confidence to talk in front of others
- *Taking turns and sharing ideas
- *Keeping safe
- *Hygiene and being healthy
- *Performing in front of an audience.
- *Listening and sharing
- *Safety and rules
- *Life cycles

Specific Areas of Learning



Areas of learning	Autumn			Spring		Summer	
Year A	Why am I precious?	How many colours are in the autumn rainbow?	<u>Christmas</u> Why do we celebrate birthdays?	Do Penguins and Polar Bears live in the same place?	<u>Spring/Easter</u> How and why do things grow? Easter	Which was the biggest Dinosaur?	What makes a good team?
Year B	Why am I precious?	How many colours are in the autumn rainbow?	<u>Christmas</u> Why do we celebrate birthdays?	Who lives in the Land of make believe?	<u>Spring/Easter</u> How and why do things grow?	Can we sail the seven seas?	What makes our world so wonderful?
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Literacy

- *Letters and Sounds Phases 1-4
- *Key words/tricky words
- *Handwriting: Pre - Cursive
- *Name writing
- *Letter formation
- *Sentence writing
- *Labels/letters, lists and captions
- *Retelling of stories
- *Initial sounds
- *Segmenting and blending
- *Poems and rhymes
- *Character descriptions
- *Punctuation
- *Story maps
- *Time connectives
- *Captions and sentences
- *Extended writing
- *Story writing
- *Punctuation
- *Writing rules and instructions
- *Information signs and posters

Mathematics

- *Securing number/Number formation
- *Ordering
- *Counting
- *Comparing sizes
- *Data collection
- *Daily routines
- *More/Less
- *Shapes
- *Number games and bingo
- *Number track
- *None standard and standard units of measure
- *Size, colour and pattern vocabulary
- *Number songs and rhymes
- *Ordinal language/*Positional language
- *Time/Weight/Estimating/Capacity/Money
- *Counting in 2's,5's and 10's
- *Weighing and estimating
- *Sorting and making sets
- *Patterns
- *Addition and subtraction
- *Height chart
- *Length/ *Language and measurement
- *Weather charts

Expressive Art and Design

- *Role Play
- *Sand and water exploration
- *Self Portraits
- *Songs/Singing
- *Paint effects and techniques
- *Leaf printing
- *Natural art - Andy Goldsworthy
- *Baking
- *Colour mixing
- *Primary and secondary colours
- *Mono printing
- *Patterns
- *Dancing
- *Observational drawings
- *Designing and making
- *3D Modelling
- *Construction

Understanding the World

- *Senses
- *Planting and growing
- *Playing with friends
- *Exploring technology
- *Herbivores and carnivores
- *Passage of time
- *Nocturnal animals
- *Light and dark
- *Properties' of snow, ice and frost
- *Melting and freezing
- *Floating and sinking
- *Animals/farms
- *Alive: Living Eggs
- *Rainbows
- *Different properties of materials
- *Different types of building
- *Andy Goldsworthy – Natural World Art
- *Properties of water
- *Habitats
- *Fast and slow creatures
- *Life Cycles

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Playing and Exploring

Children will be learning to:

- Realise that their actions have an effect on the world, so they want to keep repeating them.

- Reach for and accept objects. Make choices and explore different resources and materials.

- Plan and think ahead about how they will explore or play with objects.

- Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

- Make independent choices.
- Do things independently that they have been previously taught.

- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

- Respond to new experiences that you bring to their attention.

Characteristics of Effective Teaching and Learning

Active Learning

Children will be learning to:

- Participate in routines, such as going to their cot or mat when they want to sleep.
- Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.
- Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.
- Use a range of strategies to reach a goal they have set themselves.
- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.
- Keep on trying when things are difficult.

Creating and Thinking Critically

Children will be learning to:

- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.
- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.
- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Recovery and Transition

- *Mental Health and Wellbeing
- *Kindness, sharing and Communication
- *Emotions and Friendship
- *School routine
- *Areas prepared for children to share their worries and thoughts
- *Outdoor and indoor learning environments cater for Early Adopter and Recovery Curriculum.
- *Recognise and value the children's recent lived experiences.
- *Self-regulation (fight/flight/freeze).
- *Separation anxiety
- *Building new relationships with adults and peers within their new setting
- *Speaking, Listening and Communication
- ***Facilitation** – Reflect on what the children know to help them move forward
- ***Climate** – Each child's emotional landscape
- ***Provision** – Each child's existing knowledge, skills and next steps

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