

St. Gerard's and Sacred Hearts - EYFS Long Term Plan Yr 1 2020 - 2021

Characteristics of Effective Learning

Playing & Exploring - Finding out & exploring. Playing with what they know. Being willing to 'have a go'.

Active Learning - Being involved and concentrating. Enjoying achieving what they set out to do. Keeping on trying.

Creating & Thinking Critically - Having their own ideas. Making links. Choosing ways to do things

| EYFS Coverage | Autumn 1 What we will explore, experience, find out and learn. | Autumn 2 What we will explore, experience, find out and learn. | Spring 1 What we will explore, experience, find out and learn. | Spring 2 What we will explore, experience, find out and learn. | Summer 1 What we will explore, experience, find out and learn. | Summer 2 What we will explore, experience, find out and learn. |
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| Themes: | Marvellous Me/From Boro and proud | Autumn/Celebrations | Superheroes | Growing/Minibeasts | Once Upon a Time/Mythical creatures | How do I stay healthy? |
| Suggested text(s) | Guess How Much I Love You Little Monster Did It! The Great Big Book of Families British Values book collection The invisible string Once there were Giants Paper dolls; My new baby; Monkey puzzle The A-Z | The Gruffalo; Stick Man; Pumpkin Soup. The leaf man; The Very Helpful Hedgehog; Kippers' Christmas Eve; The First Christmas; The Christmas Story; Harry and the Dinosaurs Make a Christmas Wish; Percy the Park Keeper Stories Seasons (big Book) | My Mum is a Supermum; Supertato series; Superworm; Nat Fantastic; Eliot Jones, Midnight Superhero; Texts about doctors and nurses | The very hungry caterpillar ; The Bad tempered Ladybird What the Ladybird heard; Jack and the Beanstalk; The tiny seed; Twist and Hop, Minibeast bop; Ten Magic Butterflies; The Very Busy Spider; A Seed in Need Texts about plant parts and growth First facts; bugs | Zog; Goldilocks and the Three Bears; The Elves and the Shoemaker; Troll; The Three Little Pigs | Oliver's Vegetables The tooth fairy Handa's Surprise; The Lighthouse Keeper's lunch; Tasty poems; The Enormous Turnip; James and the Giant Peach; Kitchen Disco; Non-Fiction texts (big book) |
| Memorable experience | Family picnic | Autumn walk in local area/woods | Superhero Day | Chicks/Caterpillars | Hemlington Library visit | Soft play at Hemlington Recreation Centre |
| Personal, Social & Emotional Development | Statements to Live By. Children will make and develop relationships with each other and with members of staff. Children will learn about how to keep safe. Children will understand the class boundaries. | Statements to Live By. Getting on and falling out. Children will begin to understand how actions affect feelings. Children will develop confidence to speak in a group. | Statements to Live By. Discuss relationships. Children will learn how to initiate conversations confidently. Children will know the importance of conflict resolution/cooperative play. | Statements to Live By. Children will discuss different types of feelings. Children will be encouraged to speak confidently in a group. Children will develop the skill of problem solving independently. | Statements to Live By. Reinforce and discuss conflict resolution/cooperative play. Children will learn about how to keep safe. Children will continue to be aware of behaviour expectations. | Statements to Live By. Discuss changes-transition into Reception & Y1. Children to share feelings about the transition, and to talk about these throughout the half term. |
| RE The Big Question | Myself (Domestic church - Family) Why am I precious? Welcome (Baptism/Confirmation - Belonging) Why is welcome important? Birthday (Advent - Christmas - Loving) & Other Faith Why do we celebrate birthdays? | | Celebrating (Local Church - Community) What and why do people celebrate? Gathering (Eucharist - Relating) Why do people gather together? Growing (Lent/ Easter - Giving) & Other Faith How and why do things grow? | | Good news (Pentecost - Serving) What is good news? Friends (Reconciliation - Inter relating) Why is it good to have friends? Our world (Universal church-World) & Other Faith How can I take care of the world? | |
| Rights Respecting | Article 8 Article 15 | Article 27 Article 30 | Article 12 Article 42 | Article 7 Article 29 | Article 28 Article 31 | Article 24 Article 13 |
| British Values | Democracy | Falling Out: Tolerance | Individual Liberty | Rule of Law | Respect | Tolerance |

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| | Children will learn to respect other people and understand that we are all special. Children will know why voting is important and will vote to decide on a role-play area in their classroom and on other matters. | Children will discuss and begin to learn and understand how to solve their own problems. Children will learn to respect other people - we are all special and know how to be a good friend. | Children will learn about how they have changed from being a baby. Children will be encouraged to think about what they want to get better at. Children will continue to learn what is 'right' and 'wrong.' | Children will be encouraged to reflect on the positive skills they have and recognise that people like different things and that is 'ok.' Children will learn to respect other people's ideas. | Children will learn about how to be good friends. Children will learn what to do when things do not go their way. Children will continue to learn what is 'right' and 'wrong.' | Children will begin to learn how change makes them feel and how they can help themselves to deal with change. Children will begin to know that other people feel sad too sometimes and they can help. |
| Communication & Language | <p>Throughout the year children will:</p> <ul style="list-style-type: none"> · Learn to speak with confidence during circle/carpet times · Learn to listen and respond appropriately with relevant comments, questions or actions <ul style="list-style-type: none"> • Have opportunities to have conversations and develop vocal sound formation in doing this • Respond to instructions and directions through adult initiated/led and child led activities · Use appropriate story language to re-enact/retell simple and familiar stories <ul style="list-style-type: none"> · Learn new vocabulary relating to topics <ul style="list-style-type: none"> • Be supported to express their own thoughts and use new words | | | | | |
| Physical Development | <p>Throughout the year children will:</p> <ul style="list-style-type: none"> • Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision <ul style="list-style-type: none"> • Build up confidence when balancing during gymnastics and outdoor provision • Be confident when mark making, holding tools appropriately and practicing name writing <ul style="list-style-type: none"> • Become independent with toileting/coats/snack time • Be supported to recognise and respond to their own physical needs | | | | | |
| Literacy & Useful Texts | <p>Throughout the year children will:</p> <ul style="list-style-type: none"> • Be provided with mark making opportunities throughout all aspects of the indoors and outdoors environment <ul style="list-style-type: none"> • Give meaning to marks made/drawings and develop forming recognisable marks • Show an interest in a range of books, using illustrations and storytelling language to re-tell these stories, with the use of daily phonics sessions and talk for writing. <ul style="list-style-type: none"> • Use daily phonics to be engaged in letters and sounds, listening games, music and rhyme activities | | | | | |
| Maths | <p>Throughout the year children will follow the Mastery Overview Term by Term: Maths HUBS White Rose. Children will be given the opportunity to explore, reason and solve problems.</p> | | | | | |
| Understanding the World | Children will make new friends and become confident with new people. Introduction to e-safety. Children will have experience of controlling simple ICT equipment. Children will discuss similarities and differences. Children will find out about their local environment. Children will learn about families, family trees, mum,dad, grandparents (grandparent day) | Children will learn about Diwali - the Festival of Lights (14.11.2020) Children will use 2 Simple to create their own firework pictures and complete simple programs on the computers / iPads. Children will discuss similarities and differences among families, communities and traditions. | Children will learn about: Chinese New Year (12.2.2021) Year of the ox. Safer Internet Day (9.2.2021). Shrove Tuesday (16.2.2021) Children will complete simple problem solving programs on the computers / iPads. | Children will use technology to find out facts. Life cycles: caterpillars, butterflies & chicks. Children will make observations of plants & animals and explain changes. Children will make observations of plants & animals and explain changes. Children will plant cress seeds and beans. | Children will look at maps of different environments Children will use beebot software and programmable toys. | Children will learn about their bodies. They will learn about and categorise healthy and unhealthy foods. They will use computers /iPads and books to find out information about staying healthy and different sports. They will design practical, attractive environments and create maps and routes for obstacles courses etc. |

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| Expressive Arts & Design | Children will explore the materials available by making collages and constructions. Children will create self-portraits. Children will do large and small scale observational paintings and drawings. Children will learn new songs and sing with confidence. Follow music planning. Looking at paintings by McKenzie Thorpe. | Children will explore the materials to create their own firework pictures. Children will make Diwali lamps and create mehndi hands. Christmas cards & crafts. Music - firework sounds. Learn Christmas songs. Follow music planning. | Children will respond to music through dance. i.e. superman Children will dress up and act like Superheroes Children will make up their own superhero deciding on their own powers and characteristics. Follow music planning. | Mother's day cards (14.3.2021). Easter cards (4.4.21). Observational drawings. Look at the work of famous artists then make own interpretations e.g. Sunflowers, Van Gogh. Follow music planning. Get dressed up for an Ugly Bug Ball. | Children will mix colours to make pictures for a large traditional tale class book. Children will use small world figures and role play areas to retell traditional tales. Children will sing songs. i.e. when Goldilocks went to the house of the bears. Follow music planning. | Father's Day cards (20.6.2021). Children to do large scale painting outside using body parts. Follow music planning. |
| Cultural Capital / Confidence | The essential knowledge that children need to be educated citizens. We plan to prepare children with the skills and knowledge by extending their language by introducing interesting resources that provoke greater conversations. Activities include: arts and crafts, music, singing, poetry, drama, film making, story-times, food, outings, galleries, museums, theatre, art exhibitions, science; all daily activities which can open a new world for the children. | | | | | |
| Parental Engagement | Parents invited in during the first week to settle children. Stay, Play & Learn Sessions 1 to 1 meetings. Newsletter & homework grid. Reading records | Stay, Play & Learn Sessions. Christmas Crafts & Sing-along. Newsletter & homework grid. Reading records | Stay, Play & Learn Sessions. 1 to 1 meetings. Newsletter & homework grid. Reading records | Stay, Play & Learn Sessions. Easter assembly. Newsletter & homework grid. Reading records | Stay, Play & Learn Sessions. 1 to 1 meetings. Newsletter & homework grid. Reading records | Stay, Play & Learn Sessions. Reports. Celebration assembly. Newsletter & homework grid. Reading records sports day |
| Assessment | <ul style="list-style-type: none"> Baseline assessment Tapestry observations phonics assessments | <ul style="list-style-type: none"> Enter data the end of Autumn 2 Tapestry observations phonics assessments maths assessments | <ul style="list-style-type: none"> Tapestry observations phonics assessments | <ul style="list-style-type: none"> Enter data the end of Spring 2 Tapestry observations. phonics assessments maths assessments | <ul style="list-style-type: none"> Tapestry observations phonics assessments | <ul style="list-style-type: none"> Enter data Summer 2 Tapestry observations. phonics assessments maths assessments |