

STOKE BY NAYLAND PRIMARY SCHOOL LONG TERM PLAN EYFS 2021 - 22

At Stoke by Nayland, we always aim to provide every child with a safe, exciting and happy learning environment. We aim to use our **Indoor classrooms**, our **Early Years Outdoor Classroom** and our **Wild Garden** throughout every season, giving rich opportunities for carefully planned activities, designed to meet every child's need, as well as lots of opportunities for the children to embed what they know, allow them time to explore and develop as individuals, and actively seek out challenge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes to start from 	Fire, Fire!	Marvellous Me What makes us unique Our families Our favourite toys	Our Local Area and changes over time	We are going on a Bear Hunt - our local area and maps	People Who Help Us	Exploring Our World
Curriculum Enrichment Opportunities 	<ul style="list-style-type: none"> • Invite family members in to discuss families and share toys from the past and present. • Fire station visit 		<ul style="list-style-type: none"> • Visits to Gainsborough House • Visit to Rowley Wood • Visit to local park - Boxford Farms 		<ul style="list-style-type: none"> • People from the local community to discuss roles/jobs • Dental nurse visit 	
Personal, Social and Emotional Development	See themselves as a valuable individual		See themselves as a valuable individual.		Show an understanding of their own feelings and those of	

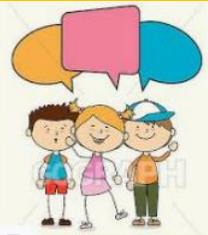
(Self-Regulation, Managing self, Building Relationships)



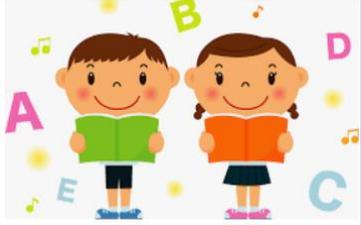
Builds constructive and respectable relationships
Express their feelings and consider the feelings of others
Regulate behaviour accordingly
Work and play cooperative and take turns with others
Give focus attention to what the teacher says
Explain the reasons for rules
Manage own basic hygiene and personal needs

Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Think about the perspectives of others.
Manage their own needs.

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.
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Work and play cooperatively and take turns with others.
Understand the need for healthy food choices
Form positive attachments to adults and friendships with

			<p>peers. Show sensitivity to their own and to others' needs.</p>
<p>Communication and Language</p> <p>(Listening, attention and Understanding and Speaking)</p> 	<p>Understand how to listen carefully and why listening is important.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe events in some detail</p> <p>Learn new vocabulary</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-</p>

		vocabulary.	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.
<p>Physical Development (Fine Motor Skills and Gross Motor Skills)</p> 	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</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, sport and swimming.</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</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and</p>

	<p>and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>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>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>care when drawing.</p>
<p>Literacy</p> <p>(Writing, Word Reading and Comprehension)</p> 	<p>Enjoy and then join in with songs and rhymes, tuning in and paying attention.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>

	<p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p> <p>Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p>	<p>letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
--	---	---	--

Understand the five key concepts about print:

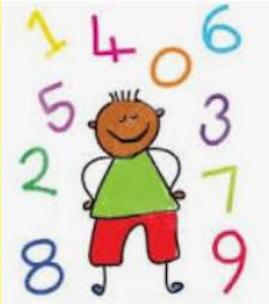
- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name. Write some letters accurately.

Phonics	Phase 1/2	Phase 2	Phase 2/3	Phase 2/3	Phase 3	Phase 3/4
<p>Mathematics</p> <p>(Number and Numerical Pattern)</p> 	<p>Match, sort and compare amounts</p> <p>Compare size mass and capacity</p> <p>Explore patterns</p> <p>Count objects, actions and sounds</p> <p>Counting 1-3, and eventually up to 10.</p>	<p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Count beyond ten.</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape</p>			<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater</p>	

		<p>can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>than, less than or the same as the other Quantity`.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
<p>Understanding the World</p> <p>(The Natural World, People, Culture and Communities, Past and Present)</p> 	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when</p>

			<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>appropriate) maps.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>		
<p>RE Units Emmanuel Project</p> 	<p>What does the word God mean?</p>	<p>Why was Jesus such a Special Baby? Nativity Plays</p>	<p>How can we care for our wonderful world?</p>	<p>Why do Christians put a cross in an Easter garden?</p>	<p>How Do Christians celebrate Pentecost?</p>	<p>What does it mean to do a good deed? Judaism</p>
<p>Expressive Arts and Design</p> <p>(Creating with Materials and Being Imaginative)</p> 	<p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music</p>		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and</p>	

	<p>making and dance, performing solo or in groups.</p>	<p>about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
--	--	--	---