

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

	Topic	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 1	<p><b>Families</b></p> <p><b>Additional Topics:</b> Settling In, Seasons, Forest School, Gardening.</p> <p><b>Core Texts:</b> Avocado Baby, Come to School too Blue Kangaroo, Funnybones, Giraffe's Can't Dance, Something Else, We Are All Different (Twinkl), I am the Seed that Grew the Tree (daily poetry book).</p> <p><b>Key Vocabulary:</b> family, mum, dad, brother, sister, grandma, grandad, friend, house, home, room, garden, happy, sad, excited, scared, worried, calm, angry, love, mine, my, yours, you, adult/grown-up, child, baby, big, tall, small, little, short, hair, eyes, nose, mouth,</p>	<p><b>Nursery:</b> Begin to share information about our ourselves, our families, experiences, our likes/dislikes by responding to a stimulus with gestures or verbalisations. Exploring our environment and gesturing/ sharing/ showing/ verbalising what we notice with adult encouragement</p> <p><b>Reception:</b> Share information about ourselves and experiences with greater independence. Revisit our environment and be able to verbalise the rules, expectations and possibilities within each area. Verbalise expectations, rules and offer support to new friends. Maintains attention, concentrates and sits quietly during appropriate activity. Understands how to listen carefully and why listening is important. Engage in story time. Ask questions in order to elicit information about changes. Ask questions to welcome new friends</p>	<p><b>Nursery:</b> Settling in. Learning routines and rules and beginning to follow them with adult support where necessary. Making new friends by playing alongside them. Recognise key people who they can call upon for support. Begin to develop their sense of responsibility and membership of a community. Understand the importance of being healthy, by following hygiene practises with adult support, such as washing hands regularly, not putting resources in mouth, blowing nose with tissue, brushing teeth, drinking water/milk and eating healthy food. Understand the importance of keeping ourselves and others safe with adult support where needed, by watching where we are going, being kind and gentle and asking for help when needed. Child to begin to observe and discuss themselves and how they look different to</p>	<p><b>Nursery:</b> P.E. Gymnastics - floor skills. Practise moving in ways modelled by others: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Gain greater control of their whole body through continual practice of large movements, such as waving, kicking, rolling, spinning, crawling and walking. Copy actions to music. Continue to practise kicking, throwing and catching balls. Build basic towers independently with a range of appropriate resources. Begin to use a scooter/tricycle with control. Explore different materials and tools an begin to gain control to use them for basic effect. Begin to tend to own health and safety needs, following prompts from an adult where necessary.</p>	<p><b>Nursery:</b> 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.</p> <p>Phonics:</p> <p>A1 Begin to notice different sounds around them and start to notice that different objects can make different sounds. A2 Enjoy exploring the different sounds that instruments make and understand that they have to do something to or with the instrument to make a sound. A3 Explore the sound their bodies make by stamping, patting, clapping and clicking. Join in with and copy actions in familiar songs. A4 Join in with familiar songs and rhymes when led by an adult or peer. Begin to recognise</p>	<p><b>Nursery:</b> Sing counting songs using practical objects to support. Begin to say one number for each item in order: 1,2,3,4,5, pointing to objects and giving one number name for each object (one to one correspondence) with support where needed. Begin to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') with support where needed. Begin to show 'finger numbers' up to 5, with support where needed. Talk about and explore 2D shapes (for example, circles, rectangles, triangles and squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with adult support. Begin to complete simple jigsaws, with support where needed (peg, pairs, multi-piece). Colour, size and shape matching.</p> <p><b>Reception:</b> <b>Counting Principles:</b> The One to One Principle – saying one number for each object you touch. The Stable Order Principle – numbers have to be said in order.</p>	<p><b>Nursery:</b> Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception:</b> Talk about members of their immediate family and community. How are we the same and different? How we look/people in our family/what we do with our family/where we live. Name and describe people who are familiar to them. Enjoys joining in with family customs and routines. Comment on images of familiar situations in the past. What are the similarities/differences? Looks closely at similarities, differences and patterns and change. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>Families</b></p>	<p><b>Nursery:</b> Show an interest in mark-making, exploring different mark-making materials by making dots, lines and circles. Begin to give meaning to the marks they make. Explore colour and colour-mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Begin to sing along to familiar songs and copy actions modelled by an adult.</p> <p><b>Reception:</b> Mix primary colours with independence and begin to use them for a purpose. How to use design/creative areas inside and outside, Selecting tools carefully and looking after them. Putting resources back safely and neatly.</p>
		CL	PSED	PD	L	M	UW	EAD

# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

	ears, arms, legs, feet, hands, fingers, toes, knees, head, neck, shoulders, body, heart, blood, lungs, brain, skeleton, skin, bone, smell, taste, touch, see, hear. Harvest, food, crops, farm, farmer, healthy, unhealthy, autumn.	and gain an understanding of their likes/dislikes. Develop social phrases.	other people (hair colour, skin colour, eye colour, etc.)  <b>Reception:</b> Refresh knowledge of rules and routines by asking questions where needed. Model positive behaviours without direct supervision, such as sharing, tidying, seeking challenge, managing risks and set an example to younger children.	Use a pencil with own choice of grip to make marks such as dots, lines and circles. Hold scissors safely using fingers shown and make snips in the paper with support where necessary.  <b>Reception:</b> P.E. Gymnastics - Floor skills. Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Move confidently in a range of ways, safely and negotiating space effectively in both small and large spaces. Develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Children show good control and	some familiar rhythms and rhymes. A5 Begin to explore the initial sounds of words and join in with simple alliteration activities and games. A6 Start to explore different mouth movements and sounds and copy different voice sounds and mouth movements in play.  <b>Reception:</b> Knows that information can be retrieved from books and computers. They demonstrate understanding when talking with others about what they have read. Re-read what they have written to check that it makes sense. Hears and says the initial sound in words. Knows that information can be retrieved from books and computers. 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. Name writing with independence, forming some letters correctly. Gives meanings to marks. Writing in salt, sand, shaving foam etc.	The Cardinal Principal – understand that the final number send when counting is the total number in the group. The Abstraction Principle – even things that can’t be touched can be counted. The Order-Irrelevance Principle – the order you count objects is irrelevant.  <b>Match objects</b> - can you find one exactly like mine? How do you know it is the same? Can you find one different to mine? Why is this one not like mine? <b>Sort objects</b> – sort a collection of objects by colour size and shape. Can you think of your own way of sorting them?  <b>Digging deeper</b> – what is the same about all the objects in my set? Can you find a button which belongs in my set? Can you find one which doesn’t belong? Why doesn’t it? Can you think of a different sorting rule for me to guess?  <b>Compare amounts</b> – more, fewer, the same. Now we have learned how to sort objects, can we compare and order sets of objects in relation to more/fewer/same?  <b>Compare size, mass and capacity</b> – compare physical objects using language such as big, little, large, small, tall, long, short. Can we order by size?  <b>Digging deeper-</b> which ball has more dough? How do you know? Can you balance this ball of dough? What else weighs the same as your ball of dough? How many spoons of sugar balance	Develop understanding of a variety of families, not having to be a traditional version, but rather any loving unit that you belong to and can be made up of any mixture of individuals. Encourage the children to share information about theirs with varying prompting according to ability. Race – learn about and celebrate the different races around the world and the fact that we are all special and equal. Use small world and books to highlight the wonderful diversity in the world. Houses/ Cultures/ Living Environments – discuss our houses and compare them to images of houses and loving environments around the world. There is a big range and not all people are as lucky others. Discuss those who aren’t as comfortable and what others can do to help. <i>NB: Reception children to build on work from previous year, showing greater insight and awareness of diversity in families across the world.</i> Animal families – learn the names and family dynamics and habitats of different groups, particularly those with strong attachments such as penguins, elephants, dolphins, lions, chimpanzees etc. Compare these to human family bonds and habitats.  <b><u>R.E. - Jack in the Box Big Bible Stories Volume 1</u></b> <b>Big Bible Heroes:</b> 1.Adam and Eve make a choice (truthfulness). 2.Noah trusts God (trust). 3.Joseph’s brothers say sorry (truthfulness & forgiveness).	Creates images of themselves and their families. Starts to draw and paint ideas from our topics. To play a range of instruments appropriately. Begins to build a repertoire of songs and dances.  <b>Music - Charanga – Me!</b> Find the pulse, copy-clap the rhythm of names, explore high sounds and low sounds using voices.  Reception Glockenspiel Challenge - Explore high sounds and low sounds using glockenspiels.
	CL	PSED	PD	L	M	UW	EAD	

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

				<p>coordination in small movements. They handle tools effectively, including pencils for writing, beginning to learn the movements needed to form each letter correctly. Children continue to develop the scissor control skills learned in Nursery and begin to cut accurately around curved shapes.</p>	<p>Initial sounds Hears and says the initial sound in words, beginning to represent some of these.</p> <p>Phonics: Learn sounds using memorable actions, songs and phrases: <b>Set 1: s a t p</b> <b>Set 2: i n m d</b> <b>Set 3: g o c k</b> <b>Set 4: ck e u r</b> <b>Set 5: h b f, ff l, ll ss</b> Practise oral blending and segmentation. Begin to learn and practise blending with letters (blending for reading) –Practise blending and reading the high-frequency words <b>is, it, in, at, and</b> Begin to learn segmentation for spelling. Begin to read captions using learned sounds and words. Learn tricky words: <b>to, the, no, go l.</b></p>	<p>the egg? How can we share the mixture fairly between the cake cases?</p> <p><b>Make simple patterns</b> – ABAB. Can we copy, continue and create our own repeating patterns in different contexts (including shape, colour, size, action, sound)?</p> <p><b>Digging deeper</b> – say the pattern, what do you notice? Is the pattern correct? How could we try to sort it out? Is it right now? Which instrument did you hear? Can you make the same sound pattern? Can you make a different sound pattern?</p>	<p>4.Baby Moses is safe (compassion). 5.Joshua leads the people into Jericho (perseverance). 6.Ruth and Naomi look after each other (respect). 7.Samuel listens (wisdom).</p> <p><b>Seasons</b> Searching for signs of Autumn, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability.</p> <p><b>Forest School</b> Learn/recap Forest School rules prior to entering the forest and then walk around the area with the children looking together for potential risks and discussing safety measures.</p> <p><b>Nature Explorers:</b> <b>Journey Stick</b> – explore our environment and collect objects of interest, placing them in sequence on the stick with support where needed. Describe and explain what we found and where in order with encouragement where necessary. Quantity of objects/bands on stick to be found differentiated for Nursery/Reception.</p> <p><b>Gardening</b> Observing the garden and support adults in looking after it (weeding, watering, harvesting, sweeping, raking and planting).</p>	
--	--	--	--	---	---	--	--	--

CL

PSED

PD

L

M

UW

EAD

# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

Autumn 2	<p><b>Nursery Rhymes</b></p> <p><b>Additional Topics:</b> Bonfire Night, Christmas, Diwali, Seasons, Forest School, Gardening.</p> <p><b>Core Texts:</b> Nursery Rhyme Treasury, Each Peach Pear Plum, The Jolly Postman, Dival’s Diwali, Sparks in the Sky, Room on the Broom, The Very Helpful Hedgehog, Where the Poppies Now Grow, The Jolly Postman at Christmas, Owl’s Winter Rescue. I am the Seed that Grew the Tree (daily poetry book).</p> <p><b>Key Vocabulary:</b> nursery rhyme, book, page, story, poem, rhyming, word, fiction, ‘Incy Wincy Spider’, ‘Jack and Jill’, ‘Hey Diddle Diddle’, ‘Baa Baa Black Sheep’, ‘Humpty Dumpty’, ‘Twinkle Twinkle’, ‘Hickory Dickory Dock’, and nouns included in these (rain,</p>	<p><b>Nursery:</b> Offer information about our ourselves, our families, experiences, our likes/dislikes with more independence, by responding to a stimulus with gestures or verbalisations. Exploring our environment with increased confidence and ownership, independently gesturing/ sharing/ showing/ verbalising what they notice. Continue to develop their communication, but may continue to have problems with irregular senses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Sing a large repertoire of songs to increase vocabulary.</p> <p><b>Reception:</b> Learn and use new vocabulary throughout the day.</p> <p>Describe events in some detail</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Learn an increasing range of rhymes, poems and songs and notice key features. Listen attentively in a range of situations. Engage in story time, noticing similarities and</p>	<p><b>Nursery:</b> Develop friendships with other children further through more interaction and elaboration on play ideas.</p> <p>Continue to develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important, without needing an adult to remind them.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them.</p> <p><b>Reception:</b> 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 and being a safe pedestrian).</p> <p>To manage their own basic hygiene and</p>	<p><b>Nursery:</b> P.E.. Gymnastics – using apparatus. Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Begin to use a tripod grip for periods when shown by an adult, to trace straight lines, as well as experimenting with freestyle mark-making using preferred grip and movements to strengthen muscles. Continue to develop ability to hold scissors safely using fingers shown and make more accurate snips in the paper, with</p>	<p><b>Nursery:</b> Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>- print has meaning</li><li>- print can have different purposes</li><li>- we read English text from left to right and from top to bottom</li><li>- the names of the different parts of a book</li><li>- page sequencing.</li></ul> <p>Phonics:</p> <p>A1 Begin to notice different sounds around them and start to notice that different objects can make different sounds. A2 Enjoy exploring the different sounds that instruments make and understand that they have to do something to or with the instrument to make a sound. A3 Explore the sound their bodies make by stamping, patting, clapping and clicking. Join in with and copy actions in familiar songs. A4 Join in with familiar songs and rhymes when led by an adult or peer. Begin to recognise some familiar rhythms and rhymes. A5 Begin to explore the initial sounds of words and join in with simple alliteration activities and games. A6 Start to explore different</p>	<p><b>Nursery:</b> Say one number for each item in order: 1,2,3,4,5, pointing to objects and giving one number name for each object (one to one correspondence) with greater independence. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) with greater independence. Show ‘finger numbers’ up to 5, with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round.’ Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws, with more independence (peg, pairs, multi-piece)</p> <p><b>Reception:</b> <b>Representing 1,2,3</b> – can we identify representations of 1,2,3 by subitising or counting to find how many? Can we match number numbers said by an adult to numerals and quantities? Can we count up to 3 objects in different arrangements by touching each number as they count and recognise that the final number they say names the quantity of the set? Can we use our own mark-making to represent 1,2,3?</p> <p><b>Comparing 1,2,3</b> – do we understand that as we count each number is one more than</p>	<p><b>Nursery:</b> Searching for signs of Autumn, using our senses to investigate them and beginning to describe them with adult encouragement. Begin to make sense of their own life-story and family’s history. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception:</b> Talk about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals? Begin to know about own and other’s cultures (linked to festivals). That we are all different and also deserving of respect. They know about similarities and differences between themselves and others, and among families, communities and traditions. To know similarities and differences in relation to places and living things. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p><b>Nursery:</b> Continue to develop interest in mark-making, exploring different mark-making materials, beginning to make an increasing variety of marks and shapes. Give meaning to the marks they make with greater independence. Continue to explore colour and colour-mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and feelings. Sing along to familiar songs and remember actions to well-known songs.</p> <p><b>Reception:</b> Children learn to self-select from the art trolley and to use the resources on the art table to explore their own ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>
	CL	PSED	PD	L	M	UW	EAD	



# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

	sunshine, hill, cat, spoon, wool, bag, egg, wall, horse, star, world, diamond, sky, clock, mouse etc.) Christmas, Bible, Jesus, God, Mary, Joseph, stable, donkey, Bethlehem, wise men, camel, shepherds, sheep, Santa, reindeer, present, card, tree, winter. Poppy, soldier, remember.	differences to previous stories read ,as well as their own lives.	personal needs successfully, including dressing and going to the toilet independently.  To adjust their behaviour to different situations and take changes of routine in their stride. Understands that their actions affect other people, for example; if they hit their friends, they will be sad / if they do something kind for their friends it will make	support where necessary.  <b>Reception:</b> P.E.. Gymnastics – using apparatus. Jumps off an object and lands appropriately. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical activities.  Develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Children begin to develop the foundations of a handwriting style which is accurate and efficient. Children continue to develop their scissor control skills and can cut around a combination of shapes (straight and curved) with increased accuracy.	mouth movements and sounds and copy different voice sounds and mouth movements in play.  <b>Reception:</b> Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. Hears and says the initial sound in words. Is beginning to segment the sounds in simple words and blend them together. Is beginning to know which letters represent which sound. Read some letter groups that each represent one sound and say sounds for them. Is beginning to segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Beginning to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Phonics:  <b>Set 6: j v w x</b>	the number before and as we count back each number is one less than the previous number? Can we understand and language of more and fewer to compare amounts up to 3?  <b>Composition of 1,2,3</b> – can we explore how all numbers are made up of smaller numbers. Can we find different way to compose 2 and 3?  <b>Digging deeper</b> – how many objects can you feel inside the bag? How many pebbles did I put in? If I add one more how many will there be? If I take one out how many will there be? How many are there now? How do you know? How can we check?  <b>Circles and triangles</b> – can we understand that circles have one curved side and triangles have 3 straight sides? Can we spot circles and triangles in the environment? Can we make our own? Explore different sizes, orientations and side lengths.  <b>Spatial awareness</b> – can we understand and begin to use positional language to describe how items are positioned in relation to other items? Can we build life-sized journeys outdoors and travel through them from different perspectives? Can we begin to represent real places we have visited or places in stories through our models, drawings and maps?  <b>Digging deeper</b> – does your tower look like mine? Where should this cube be? Which cube is between the green and the yellow? Can you find more than	Recognise some environments that are different to the one in which they live.  <b>Nursery Rhymes</b>  Learn how some of our best loved nursery rhymes have been around for many years and have been passed down from generation to generation verbally and from memory (much like Traditional Tale topic for Reception who were in Nursery last year). The rhyming element makes it more memorable and less easy to amend (unlike Traditional Tales with varying versions).  The age of the nursery rhymes means that they are outdated and sound a little funny today! They give us a glimpse into what life was like in the past! Discuss and compare the differences. Spiders – linking to Incy Wincy Spider rhyme.  Sheep – Linking to Baa Baa Black Sheep. Observe the sheep surrounding our school/on our family farms and begin to understand their importance ahead of our On the Farm topic in the summer term Also link to diversity and prior work on all different all equal (black/white sheep).  Rainwater – linking to Jack and Jill place containers/'wells' around setting and compare/measure rain water collected. Link to seasons work.  <b>R.E. - Jack in the Box Big Bible Stories Volume 1</b> <b>Big Bible Heroes continued:</b>	Explores the different sounds of instruments. Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.  <b>Music - Charanga</b> – My Stories - Find the pulse as one of the characters from the song, copy-clap the rhythm of small phrases from the songs, explore high pitch and low pitch in the context of songs, invent a pattern to go with a song using one note.  Reception Glockenspiel Challenge - I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E
	CL	PSED	PD	L	M	UW	EAD	

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

		CL	PSED	PD	L	M	UW	EAD
					<p><b>Set 7: y z, zz qu</b></p> <p><b>Digraphs and Trigraphs:</b></p> <p>ch, sh, th, ng, ai, ee, igh, oa, oo</p> <p>ar, or, ur, ow, oi, ear air, ure, er</p> <p>Learn tricky words: <b>he, she, we, me, be, was, my, you, they</b></p> <p>Practise previously learned letters and sounds.</p> <p>Learn an alphabet song and point to letters as we say them.</p> <p>Practise blending for reading using CV and CVC words.</p> <p>Practise segmentation for spelling using CV and CVC words.</p> <p>Practise reading high-frequency words.</p> <p>Practise reading and writing captions and sentences using previously learned sounds and words.</p>	<p>one way to tell me where the green cube is?</p> <p><b>Number 4</b> – count on and back to 4. Can we count or subitise sets of up to 4 objects to find out how many and make our own collections of objects? Can we match the number names to numerals and quantities? Can we say which sets have more/fewer? Can we continue to recognise that the final number they say names the quantity of the set? Can we use our own mark-making to represent numbers to 4?</p> <p><b>Number 5</b> - subitise up to 5 items and count forwards and backwards accurately using the counting principles. Can we represent up to 5 objects on a 5 frame and understand that when the frame is full then there are 5?</p> <p><b>Digging deeper</b> – how many blocks are there? Can you build them into a different shape? Can you find another shape like yours? Can you make a shape different to all the others? How many shapes can you make with 3 blocks? Are there more shapes with 4 or 5 blocks? How many different shapes do you think there will be with 6 blocks? Can you find a 4 shape in a feely bag without looking?</p> <p><b>One more and one less</b> – continue to count, subitise and compare as we explore one more/less. Can we use a 5 frame to represent numbers and predict how many there will be if we add one more or take one away? Can we begin to understand that counting</p>	<p>8.The Queen of Sheba visits King Solomon.</p> <p>9.Elijah and the widow (justice).</p> <p>10.Naaman and the servant girl (service).</p> <p>11.Nehemiah doesn't give up (community).</p> <p>12.Daniel prays (joy).</p> <p>13. Jonah needs to be brave (courage).</p> <p><b>Christmas:</b></p> <p>-Waiting for Jesus (hope).</p> <p>-Jesus is born (thankfulness).</p> <p>-Angels bring good news to the shepherds (peace &amp; joy).</p> <p>-The wise men visit Jesus (wisdom).</p> <p><b>Seasons</b></p> <p>Searching for signs of autumn/winter, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability.</p> <p><b>Bonfire Night</b></p> <p>Learn about the tradition and the history behind it. Make firework pictures and crafts.</p> <p><b>Diwali</b></p> <p>Learn about the Festival of Light, the annual celebration of light over darkness. Make Diwali arts and crafts.</p> <p><b>Forest School</b></p> <p>Recap Forest School rules prior to entering the forest.</p> <p><b>Nature Explorers: Potions</b></p> <p>Read 'Room on the Broom' by Julia Donaldson and discuss the</p>	

# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

						<p>forwards = one more pattern and the counting backwards = one less pattern using songs, books and rhymes?</p> <p><b>Digging deeper</b> - where will you place this on the washing line? Can you find a picture with one less than mine? Can you find a picture that is one more than... but one less than...? How many are in the bag? If I add one more, how many will there be now?</p> <p><b>Shapes with 4 sides</b> – can we understand that squares and rectangles have 4 straight sides and 4 corners? Can we spot squares and rectangles in the environment? Can we make our own? Explore different sizes and orientations? Can we spot any other shapes with 4 straight sides?</p> <p><b>Digging deeper</b> – what shapes can you build? Is there more than one way to make this shape? What shapes can you make by joining 2 squares/ 2rectangles? Can you fill this shape leaving no gaps?</p> <p><b>Night and day</b> – can we use language to describe when events happen, e.g day, night, morning, before after, today, tomorrow? Can we order the events each day and talk about what we are doing 'now', 'next', 'later' ..) Can we begin to measure time in simple ways, e.g. counting the amount of sleeps to an important event or using timers to measure duration of events?</p>	<p>need to create something quickly for a purpose like the witch and other characters in the story. We need to create our own potion for a purpose using a specific set of ingredients. We must listen to the clues and descriptions and gather the resources that match to add to our potion. Differentiated for Nursery/Reception according to the difficulty of the clues.</p> <p><b>Gardening</b> Observing the garden and support adults in looking after it (weeding, watering, harvesting, sweeping, raking and planting).</p>	
		CL	PSED	PD	L	M	UW	EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

Spring 1	<p><b>Bears</b></p> <p><b>Additional Topics:</b> Chinese New Year, Seasons, Forest School, Gardening.</p> <p><b>Core Texts:</b> We're Going on a Bear Hunt, Bear Snores On, My Friend Bear, Bear Feels Scared. Bear's Loose Tooth, Bear Says Thanks, Beware of the Bears, Paddington, The Bumblebear. Non Fiction – 'A Book of Bears' I am the Seed that Grew the Tree (daily poetry book).</p> <p><b>Key Vocabulary:</b> bear, habitat, environment, carnivore, herbivore, predator, prey, Earth, planet, world, country, brown bear, black</p>	<p><b>Nursery:</b> Begin to pay attention to more than one thing at a time. Begin to use a wider range of vocabulary linked to the environment, circumstances and topic. Begin to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Know many nursery rhymes, begin to talk about familiar books, and begin to tell a story from their own experience. Develop their pronunciation, but may have problems saying: - some sounds: r, j, th, ch, and sh and polysyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Begin to use longer sentences of four to six words.</p> <p><b>Reception:</b> Use new vocabulary in different contexts.</p>	<p><b>Nursery:</b> Child to begin to show respect and sensitivity to the feelings and wishes of others. Develop friendships with other children further through more extensive interaction and collaboration. Show pride in sense of responsibility and membership of a community. Independently follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to think about ways to improve how they feel. Select and use activities and resources to achieve a goal they have chosen, or one which is suggested to them.</p> <p><b>Reception:</b> To adjust their behaviour to different situations and take changes of routine in their stride. To work as part of a group or class.</p>	<p><b>Nursery:</b> P.E. -Yoga Copy and develop confidence with yoga poses linked to stories and songs. Develop increased control, balance and core strength.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use one-handed tools and equipment with more independence, for example, carefully making snips in paper with scissors.</p>	<p><b>Nursery:</b> 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 Write some or all of their name. Practise forming some or all of the letters in their name weekly. Write some letters accurately.</p> <p>Phonics:</p> <p>A1 Start to name different sounds they have identified and tell an adult or a peer what sounds they can hear. A2 Start to identify the sounds of familiar instruments and name them. Develop an awareness of how acting upon an instrument affects the sound it makes. A3 Join in with body percussion patterns. Copy body percussion patterns shown to</p>	<p><b>Digging deeper-</b> what do we need to do first? What do I do next/after that/then? How many minutes did you take? Who was the fastest? Did they take more or less minutes than you? How many goals did you score? How could you score more goals next time?</p> <p><b>Nursery:</b> Begin to develop fast recognition of up to 3 objects, without having to count them individually ('subitising'), with support where needed. Begin to recite numbers past 5, with support where needed. Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5, with support where needed. Experiment with their own symbols and marks as well as numerals. Begin to compare quantities using language: 'more than', 'fewer than' with support where needed. Begin to understand position through words alone – for example, "The bag is under the table," – with no pointing. Use positional language in play (for example, "teddy is lying on top of the bed".) Begin to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Begin to extend and create ABAB patterns – stick, leaf, stick, leaf with support where needed. Notice and correct an error in a repeating pattern with support where needed.</p>	<p><b>Nursery:</b> Use all their senses in hands-on exploration of natural materials. Collect sticks or leaves to bring inside and let the child engage in open-ended play. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Talk about people who help us in our community (i.e. Linda, Gillian, Andrew, postal workers, nurses, doctors, dentists, police officers, fire fighters, etc.) Explore how things work. Play an educational game on a technical device. Explore and talk about different forces they can feel in response to stimuli.</p> <p><b>Reception:</b> Draw information from a simple map. Recognise some environments that are different to the one in which they live. To know about similarities, differences between themselves and others and among families, communities and traditions. Recognise some similarities and differences between life in this country and life in other countries. What are we good at? They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p><b>Nursery:</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures. Talk about the texture of different objects e.g. smooth/bumpy. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas. Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Reception:</b> Understands that different media can be combined to create new effects. Opportunities to make junk models to explore and develop ideas and to see how to connect</p>
		CL	PSED	PD	L	M	UW	EAD



# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

	<p>bear, polar bear, spectacled bear, moon bear, sun bear, panda, tree, cave, river, fish, salmon, seal, claws, teeth, fur, hibernate, ice, arctic, frozen, melt, sun, sea, bamboo.</p>	<p>Learn and use new vocabulary through the day.</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>Connect one idea or action to another using a range of connectives.</p>	<p>Express their feelings and consider the feelings of others. Think about the perspectives of others. Eats a healthy range of food stuff and understands need for variety in food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others. To show independence in managing own wants and needs. Build constructive and respectful relationships Turn taking and sharing fairly. Express their feelings and consider the feelings of others.</p>	<p>Use a comfortable grip with good control when holding pens and pencils, showing awareness of a tripod grip when modelled by an adult. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing.</p> <p><b>Reception: P.E. – Yoga</b> Learn and gain increasing mastery over yoga poses linked to stories and songs. Develop increased control, balance and core strength.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Children show good control and coordination in small movements. They handle tools increasingly</p>	<p>them by an adult or a peer. Show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds. A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of different sounds, including silly voices and animal noises.</p> <p><b>Reception:</b> Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Can segment the sounds in simple words and blend them</p>	<p>Play a variety of board games in a small group with greater independence. Complete simple jigsaws, with greater independence (peg, pairs, multi-piece)</p> <p><b>Reception:</b> <b>Introducing zero</b> – can we link the number name zero and the numeral 0 to well-known phrases 'all gone' and 'nothing there'? Can we understand that 0 is one less than 1?</p> <p><b>Comparing numbers to 5</b> – continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.</p> <p><b>Composition of 4 and 5</b> – can we continue to explore how all numbers are made up of smaller numbers? Can we find different way to compose 4 and 5? Can we subitise small quantities without counting? Can we notice that numbers can be composed of two parts or more than two parts?</p> <p><b>Digging deeper</b> – how many are hidden? How do you know? Can you draw a picture to show me? Can you show me with cubes? How many pebbles could I have in my hand? I have 3 in my hand, how many are in the bag? Could there be 4 pebbles inside the bag? If there are 4 in the bag how many in my hand? Could I have 0 in bag/hand? Could I have 5 pebbles in my hand? How do you know?</p>	<p>To explore how planets are different to one another. To know similarities and differences in relation to places, objects, materials and living things. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>Bears</b> Investigate bears around the world – 8 different species (sloth bear, brown bear, giant panda, American black bear, spectacled bear, polar bear, Asiatic black bear and sun bear). Learn about habitats, diet, size, features, sleeping patterns (hibernation), number on planet and risk of extinction. They are all special, just like us. Discuss how we can help the bears by looking after our planet. What do we currently do that is good for the planet (recycling, walking/cycling rather than driving, not wasting food, planting trees and flowers, taking care of wildlife, bird feeders, hedgehog houses etc.)</p> <p><b>Chinese New Year</b> Learn the story of Chinese New Year and the Emperor's challenge to the animals to cross the river in order to have a year named after them. Learn which year this new year will be and make animal arts and crafts to celebrate this.</p> <p>Find China on a map and learn about the similarities and differences to our country. Look at Chinese communities in the UK, including China Town in</p>	<p>different materials securely. Thinks about which colours to use and why. Should they mix colours? Why is one colour chosen over another? Chooses particular colours to use for a purpose. Experiments to create different textures. Increased use of different vocabulary connected to our topics and to our role-play. To tap along to the beat of a familiar song. Introduce story line or narrative into play. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><b>Music – Charanga</b> – Everyone – invent ways to find the pulse, copy-clap some rhythms of phrases from the songs, explore high pitch and low pitch in the context of the songs, use the starting note to explore melodic patterns using one or two notes.</p> <p>Reception Glockenspiel Challenge - Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A</p>
		CL	PSED	PD	L	M	UW	EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

				<p>effectively, including pencils for writing. Children continue to develop the foundations of a handwriting style which is accurate and efficient. Children continue to develop their scissor control skills and can begin to cut out a required shape without lines to follow.</p>	<p>Together, knowing which letters represent some of them. Begins to read words and simple sentences. Read a few common exception words matched to the school's phonic programme. Is able to orally construct a sentence and beginning to write these down with support. Links sounds to letters, naming and sounding the letters of the alphabet. Spell words by identifying the sounds and then writing the sound with letter/s. Begin to use capital letters and full stops with support.</p> <p>Phonics Learn tricky words: <b>her, all, are</b></p> <p>Practise spelling two-syllable high-frequency words. Read and answer yes/no questions using previously learned sounds and words. Practise previously learned letters and sounds. Independently sing alphabet song and point to letters as we say them. Practise letter names.</p>	<p><b>Compare mass</b> – can we make direct comparisons of weight by holding items to estimate which feels the heaviest then checking on balance scales? Can we use language of heavy, heavier than, heaviest, light, lighter than, lightest? Can we understand that bigger items are not always heaviest?</p> <p><b>Compare capacity</b> – can we build on our understanding of full and empty by exploring half full, nearly full and nearly empty? Can we use language of tall, thin, narrow, wide and shallow in relation to containers? Can we make direct comparisons by pouring from one container to another? Can we use ladles and small pots to make indirect comparisons of how many it takes to fill each container?</p> <p><b>Digging deeper-</b> what happens if I put a 5 piece on one side of the scale and two 3 pieces on the other? Which is heavier two 2 pieces or one 5 piece? Which is the heaviest/lightest number shape? How many ways can you find to balance 5 exactly? Can you balance 4 or 3? Which container holds more?</p> <p><b>Numbers and composition of 6,7 and 8</b> – continue to apply the counting principles when counting to 6,7 and 8. Can we represent 6,7 and 8 in different ways and count out the required number if of objects from a larger group? Can we arrange 6.7 and 8 into small groups to understand that they are made up of smaller numbers? Can we order and compare our representations noticing the one</p>	<p>Newcastle upon Tyne and view the traditional Dragon Dance performed there each year.</p> <p>Create our own dragon and perform a 'Dragon Dance'.</p> <p>Examine the beautiful Chinese writing and lanterns and create our own, thinking carefully about colours, shapes and sizes.</p> <p>Taste some Chinese food and enjoy our own Chinese New Year Celebration.</p> <p><b><u>R.E. - Jack in the Box Big Bible Stories Volume 1</u></b> <b>All About Jesus:</b> 1.Simeon and Anna see Jesus (joy). 2.Jesus at the temple (community). 3.Jesus is baptised (peace). 4.The kind friends (friendship). 5. The story of two builders (wisdom). 6.The story of the farmer and the seed (joy).</p> <p><b><u>Seasons</u></b> Searching for signs of winter, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability.</p> <p>Winter activities linked to Polar bears as well as local wildlife. Explore how nature has adapted to the conditions and examine changes that we notice. Investigate freezing and melting. Where does ice come from? How does it disappear? Where does ice melt quickest and why?</p>	
		CL	PSED	PD	L	M	UW	EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

					<p>Consolidate blending for reading skills using CVC words.</p> <p>Consolidate segmentation for spelling skills using CV and CVC words.</p> <p>Consolidate reading high-frequency and tricky words.</p> <p>Consolidate reading and writing captions and sentences using previously learned sounds and words.</p>	<p>more/less patterns as we count on and back to 8?</p> <p><b>Making pairs</b> – build on earlier work of matching pairs. Can we understand that a pair is 2? Can we arrange small quantities into pairs and notice that some will have one left over?</p> <p><b>Digging deeper</b> – how many are hidden now? How do you know? Can you draw a picture to show me? Can you show me with cubes?</p> <p><b>Combining 2 groups</b> – can we begin to combine two groups to find out how many altogether? Can we subitise where possible?</p> <p>Digging deeper- how many dots does each plate have? How many on the two plates altogether? Can you find 2 plates that have 4,5,6 dots? Is there more than one way to make it? What other totals can you make with your plates?</p> <p><b>Length and height</b> – can we begin to use language to describe length and height? Can we use specific mathematical vocabulary relation to length (longer/shorter), height (taller/shorter) and breadth (wider/narrower). Can we make indirect comparisons using objects such as blocks or cubes to measure items?</p> <p><b>Time</b> – continue to order important times in our day using ‘now’, ‘before’, ‘later’, ‘soon’, ‘after’, ‘then’ and ‘next’ to describe. Can we begin to recognise that regular events happen on the same day each</p>	<p><b>Forest School</b> Recap Forest School rules prior to entering the forest.</p> <p><b>Nature Explorers: My Tree</b> Work in pairs/teams of three. One child in the team is blindfolded and the teammates guide them to a tree, inviting them to use their senses to explore it, before leading them away and spinning them around. The blindfold is then removed and the child must try to find the same tree using information gained from their prior sensory investigation to identify it. Differentiated for Nursery/Reception by the distance travelled away from the tree and questioning/prompts to help remember key/identifiable features.</p> <p><b>Gardening</b> Observing the garden and showing initiative in looking after it, asking adults for support and advice when unsure (weeding, watering, harvesting, sweeping, raking and planting).</p>	
		CL	PSED	PD	L	M	UW	EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

						<p>week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and talk about events we are looking forward to?</p> <p><b>Digging deeper</b> – who had thrown their item the furthest? How could you check? Who is the tallest person? How do you know? How many bricks measure the same height as you?</p>		
Spring 2	<p><b>Dinosaurs</b></p> <p><b>Additional Topics:</b> Easter, Seasons, Forest School, Gardening.</p> <p><b>Core Texts:</b> Dinosaur non-fiction books: My Encyclopaedia of Very Important Dinosaurs, Questions and Answers about Dinosaurs.</p> <p>Dinosaur fiction books: Am I Yours? How to Grow a Dinosaur! Harry and the Dinosaurs The Worrysaurus, The Dirty Great Dinosaur</p> <p>I am the Seed that Grew the Tree (daily poetry book).</p> <p><b>Key Vocabulary:</b> dinosaur, pterosaur, plesiosaur, habitat, environment,</p>	<p><b>Nursery:</b> Pay attention to more than one thing at a time. Use a wider range of vocabulary linked to the environment, circumstances and topic. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Know many nursery rhymes, be able to talk about familiar books, and begin to tell a longer coherent story. Continue to develop their pronunciation, working with an adult on sounds they find difficult. Use longer sentences of four to six words with increased accuracy.</p> <p><b>Reception:</b> Responds appropriately with questions to stories. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p><b>Nursery:</b> Show respect and sensitivity to the feelings and wishes of others. Develop friendships with a wider range of children by being willing to step outside of main friendship group for periods. Verbalise how it feels to be a member of the school community. Independently follow rules, verbalising why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to utilise ways to improve how they feel. Select, use and adapt activities and resources to achieve a goal they have chosen, or one which is suggested to them.</p> <p><b>Reception:</b> To negotiate and solve problems without aggression. Shows some understanding those good practices with</p>	<p><b>Nursery: P.E. – Dance</b> Copies sequences of movements with increased confidence and focus. Moves purposefully in response to music. Begins to think of own creative movements in response to stimuli.</p> <p>Refine their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to form large letters from their name and simple pictures, such as a smiley face. Remember sequences and patterns of movements which are related to music and rhythm with more impendence. Choose the right resources to carry out their own plan, making adaptations to improve where necessary. Use one-handed tools and equipment with</p>	<p><b>Nursery:</b> 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 Write some or all of the letters in their name weekly. Write some letters accurately.</p> <p>Phonics:</p> <p>A1 Start to name different sounds they have identified and tell an adult or a peer what sounds they can hear. A2 Start to identify the sounds of familiar instruments and name them. Develop an awareness of how acting upon an instrument affects the sound it makes. A3 Join in with body percussion patterns. Copy body percussion</p>	<p><b>Nursery:</b> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') with more independence. Recite numbers past 5 with more independence. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 with greater independence. Experiment with their own symbols and marks as well as numerals with increased confidence. Compare quantities using language: 'more than', 'fewer than' independently during everyday play. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Use positional language in play (For example, "teddy is lying on top of the bed".) Talk about and identify the patterns around them with greater independence. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf with greater independence.</p>	<p><b>Nursery:</b> Use all their senses in hands-on exploration of natural materials. Collect sticks or leaves to bring inside and let the child engage in open-ended play. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Talk about people who help us in our community (i.e. Linda, Gillian, Andrew, postal workers, nurses, doctors, dentists, police officers, fire fighters, etc.) Explore how things work. Play an educational game on a technical device. Explore and talk about different forces they can feel in response to stimuli.</p> <p><b>Reception:</b> To know about similarities, differences between themselves and others and among families, communities and traditions. Understand that some places are special to members of their community. What are our favourite activities? Which area do we go to the most? Can we try something new? Tally charts of what we do each day for a week.</p>	<p><b>Nursery:</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures. Talk about the texture of different objects e.g. smooth/bumpy. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas. Develop their own ideas and then decide which materials to use to express them.</p> <p><b>Reception:</b> Comparison of different brushes/techniques and paints/pencils.</p>
		CL	PSD	PD	L	M	UW	EAD

# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

	<p>carnivore, herbivore, omnivore, predator, prey, plant, meat, tyrannosaurus rex, velociraptor, brachiosaurus, triceratops, pterodactyl, stegosaurus, egg, extinct, years, teeth, claws, fossil, asteroid, plates, neck, feet, wings, tail. Easter, Jesus, God, Bible, cross, lamb, daffodil, chick, spring, egg.</p>	<p>Engage in non-fiction books. Imaginative story telling. Uses talk to organise, sequence and clarify thinking, ideas feelings and events. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulate their ideas and thoughts in well-formed sentences.</p>	<p>regard to exercise, eating, sleeping and hygiene to contribute to good health. Show resilience and perseverance in the face of challenge. To show independence in managing own wants and needs. Turn taking and sharing fairly. Shows awareness of new concepts learned and works alongside others appropriately. Works with peers and can discuss knowledge and understanding of key concepts. Take steps to resolve conflicts.</p>	<p>greater precision, for example, cutting along a line with scissors with more independence. Use a comfortable grip with greater control when holding pens and pencils, showing an awareness of a tripod grip when reminded by an adult. Be mainly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make and explain healthy choices about food, drink, activity and toothbrushing.</p> <p><b>Reception: P.E. – Dance</b> Remembers sequences of movements with increased independence and fluidity. Moves rhythmically in time to a beat. Thinks of own creative movements in response to stimuli.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. They handle equipment and tools effectively, including pencils for writing.</p>	<p>patterns shown to them by an adult or a peer. Show an awareness of how body percussion sounds can be changed by using different parts of their bodies in different ways to make sounds. A4 Recognise simple words that rhyme. Able to copy and keep a simple beat. Able to join in and copy when an adult breaks down words into syllables with a beat. A5 Select an object with a given initial sound when given the option of two. Begin to hear and identify the initial sounds in words. A6 Start to recognise different voice sounds when they can't see them. Use their voice to make a variety of different sounds, including silly voices and animal noises. A7 Able to identify the initial sounds of the words they hear and say. Have an awareness that words can be broken down into phonemes. Choose the correct object when hearing a word broken down into phonemes, e.g. hearing 'ch-i-ck' and choosing a picture of a chick. 'Sound of the Week' challenge.</p>	<p>Notice and correct an error in a repeating pattern with greater independence. Confidently play a variety of board games in a small group. Confidently complete simple jigsaws (peg, pairs, multi-piece).</p> <p><b>Reception:</b> <b>Numbers and composition of 9 and 10</b> – continue to apply the counting principles. Can we represent 9 and 10 in different ways? Can we arrange them into smaller groups to help understand their composition and subitise them? Can we notice that when a 10 frame is full, there is 10?</p> <p><b>Comparing numbers to 10</b> – continue to make comparisons by lining items up with 1-1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Do we understand where all numbers sit in relation to other numbers? Can we compare two quantities in relation to more/fewer/the same? Can we compare 3 or more quantities?</p> <p><b>Bonds to 10</b> – can we explore number bonds to 10 using real objects in different contexts? Can we use partially filled 10 frames and other manipulatives to work out how many more to make a full 10?</p> <p><b>Digging deeper</b> – what number did you roll? Did you get the same number on the bottom each time you roll that number? What do you notice about the</p>	<p>They know that other children don't always enjoy the same things and are sensitive to this. Understand that some places are special to members of their community. To explore how animals are different to each other. To know similarities and differences in relation to places, objects and materials. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p><b>Dinosaurs</b> Explore the different types of dinosaurs using encyclopaedia: Meet the... grazers, predators, giants, mini monsters, sharp, bumpy and spiky ones, show-offs, sky soarers, creatures of the deep! Learn about the world/environment that the dinosaurs lived in, starting 250 million years ago and how this changed over the 170 million years they were on Earth (Triassic Period 251 – 200 million years ago, Jurassic Period 200 – 145 and Cretaceous Period 145-66 million). Discover how they became extinct. Fossils – learn that fossil are the reason we know anything about dinosaurs. Fossils are the remains of living things that died a long time ago and have been preserved in rock, mud, sand or gravel.</p> <p><b>R.E. - Jack in the Box Big Bible Stories Volume 1</b> <b>All About Jesus continued:</b> 7. A brave lady (courage).</p>	<p>Uses simple tools and techniques competently and appropriately. Manipulates materials to achieve a planned effect. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Constructs with a purpose in mind, using a variety of resources. Introduce story line or narrative into play. Moves to music in our lessons during PE and begins to increase their role play by adding to it with props and movement and speaking. To tap along to the beat of a familiar song. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>Music – Charanga – Our World</b> – Find the pulse and show others your ideas, copy-clap some rhythms of phrases from the songs, explore high pitch and low pitch using the images from the songs, use the starting note to explore melodic patterns using one or two notes.</p> <p>Reception Glockenspiel Challenge - Old Macdonald Incy Wincy</p>
--	--	--	---	---	---	--	---	---

CL

PSED

PD

L

M

UW

EAD



Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

				<p>Further develop the skills they need to manage the school day successfully: - queuing - mealtimes - personal hygiene. Further develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Children continue to develop confidence and fluency with their handwriting, forming most letters accurately. Children are able to independently use scissors effectively, showing care and accuracy.</p>	<p><b>Reception:</b> Can read words and simple sentences. Enjoys an increasing range of books. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Is able to orally construct a sentence and beginning to write these down with more independence. Attempts to write short sentences in meaningful contexts. Write short sentences with words with known sound-letter correspondences. Use a capital letter and full stop with more independence.</p> <p>Phonics</p> <p>Learn reading the tricky words: <b>said, so, have, like, come, some, were, there, little, one, do, when, out, what.</b> Learn and practise reading and spelling CVCC words by segmenting and blending, learn to read and write words with adjacent consonants, polysyllabic words and also words with three-letter adjacent consonants.</p>	<p>top and bottom pairs? What is on the bottom of my dice?</p> <p><b>3D shapes</b> – can we explore and manipulate 3D shapes thinking about which shapes stack/roll? Can we construct our own 3D shapes? Can we learn the names of 3D shapes and explore similarities and differences between them? Can we sort them according to what we notice?</p> <p><b>Pattern</b> – explore more complex patterns: ABB, AAB, AABBB, AABBBB. Can we say each pattern aloud and make patterns around the edge of shapes as well as in straight lines?</p> <p><b>Digging deeper</b> – which patterns will fit exactly into the frames? Are there any patterns that fit exactly around both frames? How many more spaces did you need for a pattern that wouldn't fit?</p> <p>Consolidation (subitising, counting, sorting, matching, comparing, ordering).</p>	<p>8.The story of the big banquet (generosity). 9.The shepherd who never gave up (perseverance). 10. The man who said 'thank you' (thankfulness). 11.The story of the two men in the temple (truthfulness &amp; forgiveness). 12.The special guest (respect &amp; justice).</p> <p><b>Easter:</b> -Jesus rides on a donkey (joy). -Jesus washes the disciples' feet (service). - The special meal (trust). -A sad day (justice). -Jesus' friends see him again (thankfulness).</p> <p><b>Seasons</b> Searching for signs of winter/spring, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability.</p> <p>Easter – learn about the Christian tradition of Easter and the Bible story of Jesus being crucified and rising again.</p> <p>Spring – explore signs of spring and celebrate these through music and art. Scavenger hunts, daffodil paintings, lamb and chick collage, wildlife spotting.</p> <p><b>Forest School</b> Recap Forest School rules prior to entering the forest.</p> <p><b>Forest Arts – Mud Faces</b></p>	<p>Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G</p>
		CL	PSED	PD	L	M	UW	EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

					<p>Consolidate recognition and recall of previously learned graphemes.</p> <p>Consolidate reading and spelling CV and CVC words with faster decoding and encoding, recognising these words more on-sight.</p> <p>Practise reading and spelling previously learned tricky words.</p> <p>Practise reading and spelling high-frequency words using previously taught sounds.</p> <p>Practise reading and writing sentences using previously learned sounds and words.</p>		<p>Explain that trees are as unique as people and although they may be from the same species they have individual characteristics that make them special. Today we are going to celebrate their special qualities by giving them faces made from mud! We must make a middy mixture using the right amount of mud and water to get the right consistency to stick on the tree. Then we can decorate with facial features using natural resources we find in the forest. Discuss our creations once complete, explaining the reasons for our choices and what it says about the tree's character. Differentiate for Nursery/Reception according to amount of support needed to make mixture and assemble it on tree.</p> <p><b>Gardening</b> Observing the garden and showing initiative in looking after it, asking adults for support and advice when unsure (weeding, watering, harvesting, sweeping, raking and planting).</p>	
Summer 1	<p><b>On the Farm</b></p> <p><b>Additional Topics:</b> Seasons, Forest School, Gardening.</p> <p><b>Core Texts:</b> A Year on Adam's Farm, Old MacDonald had a Farm, A Squash and a Squeeze, The Scarecrow's</p>	<p><b>Nursery:</b> Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to express when they disagree with an adult or a friend, using words as well as actions.</p>	<p><b>Nursery:</b> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p><b>Nursery: P.E. – Small Equipment (balls,bats, quoits, hoops etc.)</b> Learn and develop a range of ball skills including throwing, catching, kicking, passing, rolling, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p><b>Nursery:</b> 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; writing 'm' for mummy.</p>	<p><b>Nursery:</b> Begin to solve real world mathematical problems with numbers up to 5. For example, Mum, Dad and Jenny sit at the table for dinner. How many knives and forks will they need all together? Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Begin to select shapes appropriately: flat surfaces for</p>	<p><b>Nursery:</b> Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants. Plant grass seeds and talk about the changes you see daily as the grass grows. Understand the key features of the life cycle of a plant and an animal. Focus on the life cycle of a butterfly (egg→ caterpillar → chrysalis→ butterfly)</p>	<p><b>Nursery:</b> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Explore different materials freely, in order to develop their ideas</p>
		CL	PSED	PD	L	M	UW	EAD

# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

	<p>Wedding, Farmer Duck, Ed's Egg, The Great Goat Chase, The Lost Sheep, Mouse's Summer Muddle, Jasper's Beanstalk, I am the Seed that Grew the Tree (daily poetry book).</p> <p><b>Key Vocabulary:</b> farm, farmer, cow, pig, horse, chicken, hen, cockerel, sheep, barn, tractor, harvest, crops, hay, straw, field, grass, lamb, piglet, calf, foal, chick, teat, milk, egg, shear, wool, farmhouse, spring, summer, autumn, winter, season.</p>	<p>Start a conversation with an adult or a friend and continue it for a few turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><b>Reception:</b> To give attention to what others say and respond appropriately while engaged in another activity. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Encourage independence when solving problems with peers (If a child comes to you with a problem, ask them how they could fix it.) Develop appropriate ways of being assertive. Begin to talk with others to solve conflicts. Understand gradually how others might be feeling.</p> <p><b>Reception:</b> To know that all behaviours can have consequences. For example, if you are unkind to someone they may not want to play with you / if you are helpful and kind to others, they may want to play with you. Show resilience and perseverance in the face of challenge. To show independence in managing own wants and needs. Take steps to resolve conflicts. Take account of one another ideas about how to organise the activity.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Further develop cutting skills by cutting around straight shapes. Further develop pencil control skills by moving increasingly more towards a tripod grip.</p> <p><b>Reception: P.E. – Small Equipment (balls, bats, quoits, hoops etc.)</b> Further develop and refine a range of ball skills including throwing, catching, kicking, passing, rolling, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p><b>Phonics:</b>  A1 Start to talk about the sounds they hear in more detail. Describe sounds they hear and compare sounds. A2 Talk about, describe and compare the sounds of different familiar instruments. Follow instructions to recreate a sound using an instrument. A3 Create own body percussion patterns and sequences. Join in with longer sequences of body percussion when shown by an adult. Describe body percussion sounds. Follow instructions to make body percussion sounds. A4 Enjoy playing with rhyme and start to create their own rhyming words, e.g. children may say 'Shine rhymes with bline and frine.' Children can complete a short sentence with their own rhyme. Can also break words down into syllables and create their own beat. A5 Begin to match and group sets of objects with the same initial sound. Enjoy playing with alliteration, e.g. thinking of their own short alliterative phrases 'big, bad, bat' or making up their own words to create</p>	<p>building, a triangular prism for a roof etc. Begin to combine shapes to make new ones - an arch, a bigger triangle etc Begin to describe a familiar route. Begin to discuss routes and locations, using words like 'in front of' and 'behind'. For example, we walk down the street where we see the shops and turn down the street next to Tesco. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Begin to make comparisons between objects relating to size, length, weight and capacity.</p> <p><b>Reception:</b> <b>Building numbers beyond 10</b> – can we learn to build and identify numbers to 20 and beyond using a range of resources? Can we recognise that larger numbers are composed of a full 10 and part of the next 10? Can we recognise that the numbers 1-9 repeat after every full 10?</p> <p><b>Counting patterns beyond 10</b> – can we count on and back beyond 10 using representations to support? Can we notice the repeating 1-9 patterns? Can we count on and back from different starting points to say what comes before or after a given number and to place sequences of numbers in order? Can we begin to find larger numbers on number tracks and squares?</p> <p><b>Digging deeper</b> – how many is 100? Which container holds the most? How many cubes do you think will fit inside this container?</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. How should we treat living things? Should we pick the flowers that are growing in the park?</p> <p><b>Reception:</b> To know about similarities, differences between themselves and others and among families, communities and traditions. Recognise that people have different beliefs and celebrate special times in different ways. Do we all celebrate the same festivals? Why not? To know about similarities, differences between themselves and others and among families, communities and traditions. Explore living things. Plant bulbs. Noticing changes Observations of animals and plants and explain why some things occur and talk about changes. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>On the Farm</b> Learn about and share personal experiences of life on a farm throughout the seasons, using the book 'A Year on Adam's Farm' to support. What jobs need to be done and when? Why are they important? What challenges are faced? What equipment is used? Compare life for people and communities in the countryside to those in towns and cities. How is it different?</p>	<p>about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Talk about the features of a face and body before drawing them (i.e. A face has two eyes, a nose, a mouth and two ears.). Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>Reception:</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Selects appropriate resources and adapts work where necessary. Explores what happens when they mix colours Selects tools and techniques needed to shape, assemble and join materials they are using.</p>
--	--	---	---	---	--	---	---	--

CL

PSED

PD

L

M

UW

EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

				<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Using buttons independently. They handle equipment and tools effectively, including pencils for writing. 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>Children continue to develop confidence and fluency with their handwriting, forming all letters accurately. Children are able to use scissors confidently, showing care and accuracy.</p>	<p>an alliterative phrase 'dangry dog.' A6 Speak clearly and are able to talk about, describe and compare different voice sounds. Enjoy creating their own ideas for voices of different characters in their activities and play and also imitate the voices of characters. A7 Able to say simple CVC and VC words after hearing it broken down into phonemes, e.g. an adult says 'h-o-t' and the child says 'hot.' Children join in with segmenting CVC and VC words into phonemes but may not be able to do this independently yet. 'Sound of the Week' challenge.</p> <p><b>Reception:</b> Re-read core books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Beginning to read with more fluency when reading words and simple sentences. Enjoys an increasing range of books. Attempts to write short sentences in meaningful contexts with independence. Form lower-case and capital letters correctly.</p>	<p>Do tall containers always hold more cubes? What could we do to help us remember how many each container held? Which container holds the most cubes? Can you order the containers from smallest to largest?</p> <p><b>Spatial reasoning 1</b> – can we complete jigsaw and shape puzzles requiring us to rotate shapes to fit? Can we explain why they chose a particular shape and why another did not fit? Can we match arrangements of shapes and use positional language to describe where the shapes are in relation to one another?</p> <p><b>Digging deeper-</b> build it, design it, which shape will you start with? How many triangles will you need? Can you find a shape like this? Does that shape fit? Do you need to turn it around? Tell me about your shape picture? Can you make a drawing to help you remember what you did?</p> <p><b>Adding more</b> – can we use real objects to see that the quantity of a group can be changed by adding more? Can we understand the 'first, then, now' structure when exploring mathematical stories in meaningful contexts? Can we re-count all the objects to see how many altogether? Can we count on to see how many altogether? Can we represent number stories using 10 frames, number tracks and our fingers?</p> <p><b>Taking away</b> - can we use real objects to see that the quantity of a group can be changed by taking items away? Can we use</p>	<p>Compare life on farms in the UK to life on farms in other countries around the world. What are the similarities/ differences? Why? Planting vegetables, caring for them and watching them grow.</p> <p><b>Seasons</b> Searching for signs of spring/summer, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability. Look carefully at the emerging wildlife, including frogs and butterflies and look closely at their life cycles.</p> <p><b>Forest School</b> Recap Forest School rules prior to entering the forest.</p> <p><b>Forest Arts: Nature's Headdresses</b>  From ancient Egypt to the jungles and plains of Africa and the Americas, kings, queens, chiefs and shamans have worn ceremonial headdresses throughout history. We will first measure a strip of card to make sure they fit (Reception can help with the measuring) and attach double-sided sticky tape. Children can go off and find objects to attach to their headdress – can they create a repeating pattern? Differentiate for Nursery/Reception according to level of difficulty of the pattern.</p> <p><b>Gardening</b></p>	<p>Children to sustain a narrative, acting out class book. To move body along to the beat of a familiar song. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p><b>Music - Charanga</b> – Big Bear Funk – Find a funky pulse, copy-clap 3 or 4 word phrases from the song, keep the beat of a song with a pitched note, add pitched notes to the rhythm of the words or phrases in the song, enjoy playing patterns using a combination of any of the three notes C, D and E.</p> <p>Reception Glockenspiel Challenge - Big Bear Funk D, D + E, D + C</p>
		CL	PSED	PD	L	M	UW	EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

					<p>Use capital letters and full stops independently. Respond to picture stimulus for whole class writing. Begin to use key phrases in verbal compositions such as 'Once upon a time...' and 'The End' Begin to recognise and understand the meaning of question and exclamation marks.</p> <p>Phonics Consolidate recognition and recall of previously learned graphemes. Consolidate reading and spelling CV, CVC and CVCC words with faster decoding and encoding, recognising these words more on-sight. Consolidate reading and spelling previously learned tricky words. Consolidate reading and spelling high-frequency words using previously taught sounds. Practise reading and writing sentences using previously learned sounds and words.</p>	<p>the 'first, then, now' structure when exploring mathematical stories in meaningful contexts? Can we count out all the objects at the start, take away the required amount practically and then subitise or recount to see how many are left? Can we represent number stories using 10 frames, number tracks and our fingers?</p> <p><b>Digging deeper</b> – how many cubes did we have at the start? How many cubes do we have now? Do we have more/fewer? How many did I add/takeaway? How did you work it out? Can you show me using counters/drawing a picture?</p> <p><b>Spatial Reasoning 2</b> – do we understand that shapes can be combined and separated to make new shapes? Can we investigate how many different ways a smaller shape can be built using smaller shapes? Can we explore the different shapes we can make by combining a set of given shapes in different ways?</p> <p><b>Digging deeper</b> – can you make a triangle using the blocks? Can you make a different triangle? Why is it different? Can you make a smaller/larger one? How many blocks did you use? What other shapes can you build? Can you do this in more than one way? Explore different ways to build a star. Explore the different shapes and arrangements we can make using a tangram.</p>	<p>Observing the garden and showing knowledge and understanding of how to look after it, by completing routine tasks and relying less on adult support (weeding, watering, harvesting, sweeping, raking and planting).</p> <p><b><u>R.E. - Jack in the Box Big Bible Stories Volume 1</u></b> <b>Followers of Jesus:</b> 1. Jesus meets his friends again (joy). 2. Breakfast on the beach (friendship). 3. Jesus goes back to heaven (trust). 4. The Holy Spirit comes. The story of Pentecost (compassion &amp; courage). 5. Jesus' followers share their lives together (service). 6. Peter and John help the man who couldn't walk (thankfulness). 7. Philip and the Queen's treasurer (wisdom).</p>	
--	--	--	--	--	---	---	--	--

CL

PSED

PD

L

M

UW

EAD



# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

Summer 2	<p><b>Plants</b></p> <p><b>Additional Topics:</b> Seasons, Forest School, Gardening.</p> <p><b>Core Texts:</b> Jasper’s Beanstalk. Jack and the Beanstalk, Usborne non-fiction books How Flowers Grow, Trees, Rainforests, Supertato stories, Oliver’s Vegetables, Oliver’s Fruit Salad, I am the Seed that Grew the Tree (daily poetry book).</p> <p><b>Key Vocabulary:</b> plant, leaf, stem, root, seed, bulb, grow, sun, sunlight, rain, rainfall, die, blossom, pollinate, nectar, pollen, flower, petal, nutrients, spring, summer, autumn, winter, season.</p>	<p><b>Nursery:</b> Enjoy listening to longer stories and can remember and verbalise much of what happens. Understand ‘why’ questions and responds with increasing attention to detail. Be able to express a point of view and to state sensitively when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play with increasing effect and creativity.</p> <p><b>Reception:</b> <b>ELG</b> 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 interaction. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own</p>	<p><b>Nursery:</b> Become increasingly more outgoing with unfamiliar people, in the safe context of their setting. Show increasingly more confidence in new social situations. Find solutions to conflicts and rivalries with more independence. Refine the practised appropriate ways of being assertive. Develop a more independent understanding of how others might be feeling.</p> <p><b>Reception:</b> <b>ELG</b> Show an understanding of their own feelings and those of others, and 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 challenges.</p>	<p><b>Nursery: P.E. - Team Games</b> Follow instructions, with reminders where necessary, show some understanding of rules, show good sportsmanship and demonstrate a positive attitude when attempting previously learned skills within a team game setting.</p> <p>Develop further core strength and balance through yoga poses. Actively take part in some group activities which they make up for themselves, or in teams. Match their developing physical skills and creative movement to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Further develop cutting skills by cutting around straight shapes with more precision. Further develop pencil control skills by moving increasingly more towards a tripod grip with more confidence.</p> <p><b>Reception: P.E. - Team Games</b></p>	<p><b>Nursery:</b> 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; writing ‘m’ for mummy.</p> <p>Phonics:</p> <p>A1 Start to talk about the sounds they hear in more detail. Describe sounds they hear and compare sounds. A2 Talk about, describe and compare the sounds of different familiar instruments. Follow instructions to recreate a sound using an instrument. A3 Create own body percussion patterns and sequences. Join in with longer sequences of body percussion when shown by an adult. Describe body percussion sounds. Follow instructions to make body percussion sounds. A4 Enjoy playing with rhyme and start to create their own rhyming words. Can complete a short sentence with their own rhyme. Can also break words down into syllables</p>	<p><b>Nursery:</b> Solve real world mathematical problems with numbers up to 5. For example, Mum, Dad and Jenny sit at the table for dinner. How many knives and forks will they need all together? Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. with more independence. Combine shapes to make new ones - an arch, a bigger triangle etc. with increased attention to detail. Describe a familiar route with greater independence. Discuss routes and locations freely, using words like ‘in front of’ and ‘behind’. For example, we walk down the street where we see the shops and turn down the street next to Tesco. Describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ with greater independence. Make comparisons between objects relating to size, length, weight and capacity more independently.</p> <p><b>Reception:</b> <b>Doubling</b> – do we understand that double means ‘twice as many’? Can we build doubles using real objects? Can we use mirrors and games to begin to see the symmetry in doubles? Can we say doubles as we build them? Can we sort doubles/non-doubles and explain why?</p>	<p><b>Nursery:</b> Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants. Plant grass seeds and talk about the changes you see daily as the grass grows. Understand the key features of the life cycle of a plant and an animal. Focus on the life cycle of a butterfly (egg→ caterpillar → chrysalis→ butterfly) Begin to understand the need to respect and care for the natural environment and all living things. How should we treat living things? Should we pick the flowers that are growing in the park?</p> <p><b>Reception:</b> <b>ELG</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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><b>Nursery:</b> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park Explore different materials freely, in order to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Talk about the features of a face and body before drawing them (i.e. A face has two eyes, a nose, a mouth and two ears.). Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>Reception:</b> <b>ELG</b> Safely use and explore a variety of materials, tools and techniques, experimenting with</p>
	CL	PSD	PD	L	M	UW	EAD	

# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

		<p>ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-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>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>Follow instructions, remember rules, play fairly, show good sportsmanship and demonstrate focus and consideration when undertaking previously learned skills within a team game setting.</p> <p><b>ELG</b> 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, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>and create their own beat. A5 Begin to match and group sets of objects with the same initial sound. Enjoy playing with alliteration, e.g. thinking of their own short alliterative phrases 'big, bad, bat' or making up their own words to create an alliterative phrase 'dangry dog.' A6 Speak clearly and are able to talk about, describe and compare different voice sounds. Enjoy creating their own ideas for voices of different characters in their activities and play and also imitate the voices of characters. A7 Able to segment CVC and VC words into phonemes, e.g. by robot-talking a word back to an adult. Start to blend the phonemes of longer words and identify how many phonemes are in a CVC or VC word, e.g. counting the 3 phonemes in 'mop.'</p> <p>'Sound of the Week' challenge.</p> <p><b>Reception:</b> <b>ELG</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</p>	<p><b>Sharing and grouping</b> – do we understand that to share fairly there are the same number in each set? Can we recognise and make equal groups? Can we notice when objects are left over when we share or group? Can we make suggestions on how to resolve this?</p> <p><b>Even and odd</b> – do we understand that some quantities will share equally into two groups and some will not? Do we notice that some quantities will be grouped into pairs and some will have some left over? Can we notice the odd and even structure of number shapes and by building pair-wise patterns of 10 frames?</p> <p><b>Spatial reasoning 3</b> – replicate constructions, models, real places, places from stories. Prompt to use positional language. Can we visualise simple models by playing barrier games and follow verbal instructions as we build?</p> <p><b>Digging deeper</b> – can we explain which models we like best and why? Can we use pictures to recreate a model? Which pieces do we need? How many pieces will we need? Are there any pieces hidden? Can we compare our models to the pictures? Is there anything else we need to add? Can we make a different model with the same pieces? Do same colour models make this task easier or harder?</p> <p><b>Deepening understanding</b> - see extended problem-solving scenarios in WRM document. Can we discuss possible starting</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Plants</b> Work through chapters in 'How Flowers Grow' Usborne book: Seed to seedling, Plant parts, Making food, Buds to flowers, Pollen and nectar, Making seeds, Spreading seeds, Juicy fruit, New plants, Rainforest plants, Hot desert plants, Water plants, Killer plants. Work through chapters in 'Trees' Usborne book: Standing tall, Growing strong, Food factories, Types of trees, Changing seasons, Fancy flowers, Tasty treats, Hanging on, Tree houses, Tough trees, Crawling with life, Trees in trouble, Protecting trees. Work through key sections in 'Rainforests' Usborne book: Towering trees, In the understorey, On the ground, Smelly plants, Rainforest rivers, Rich rainforests, Tropical tribes, Ruining rainforests.</p>	<p>colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><b>Music - Charanga</b> – Reflect, Rewind and Replay – Revise and consolidate previous musical activities that embed pulse rhythm and pitch, explore voices and classroom instruments.</p> <p>Reception Glockenspiel Challenge – Revise previous.</p>
		CL	PSED	PD	L	M	UW	EAD

Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

					<p>recently introduced vocabulary. Anticipate, where appropriate, key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that are phonetically plausible and can be read by others.</p> <p>Phonics</p> <p>Plug gaps following assessments and practise and revisit prior learning in order</p>	<p>points to solve the problem? Can we make adaptations as we go along? Can we review and discuss our strategies – which were the most successful/which did not work and why?</p> <p><b>Patterns and relationships</b> – can we investigate relationships between numbers and shapes. Can we create a widening range of symmetrical constructions and repeating patterns, including ABBC? Can we notice patterns in stories from a range of cultures?</p> <p><b>Spatial reasoning 4</b> – do we understand that we can make maps and plans to represent places and use these to see where things are in relation to other things? Can we look at maps and explain what we see? Where would we put certain things on a map of our classroom? Can we create our own maps to represent models, familiar places and places in stories?</p> <p><b>ELG</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater</p>	<p>Look after our existing plants in our garden and note the changes. Grow a variety of plants using seeds and bulbs, including cress, beans and sunflowers. Go on a plant hunt, photograph and identify them using books and apps.</p> <p><b>Seasons</b> Searching for signs of summer, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability. Look carefully at the emerging wildlife, including frogs and butterflies and look closely at their life cycles.</p> <p><b>Forest School</b> Recap Forest School rules prior to entering the forest.</p> <p><b>Survival Skills – Building Shelters</b> Throughout history humans have made shelters to meet their basic needs, and even today children still have a natural instinct to build them, starting with dens at home made from chairs, sheets and pillows. Today teams can choose which resources they would like to make their shelter out of. They must try to make them strong to withstand the weather, including being waterproof (we will test this once they are built). Adults to support in the children's choice (tarpaulin and ropes or large sticks). But Reception are to be encouraged to undertake challenges in regard to measuring, tying, lifting and</p>	
		CL	PSED	PD	L	M	UW	EAD

# Whitley Chapel C of E First School EYFS Long Term Planning Cycle 1

					<p>to ensure readiness for Year 1.</p> <p>Consolidate previously learned knowledge and skills and begin to use these with greater independence to produce longer and creative texts of the child's choosing.</p> <p>Utilise knowledge and skills to explore texts of the children's choosing to develop their enthusiasm for reading a variety of texts.</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>problem solving as independently as possible. Nursery to be challenged in regard to the resourcing of materials (longer/wider stick etc.)</p> <p><b><u>Gardening</u></b> Observing the garden and showing knowledge and understanding of how to look after it, by completing routine tasks and relying less on adult support (weeding, watering, harvesting, sweeping, raking and planting).</p> <p><b><u>R.E. - Jack in the Box Big Bible Stories Volume 1</u></b> <b>Followers of Jesus continued:</b> 8. Paul becomes a follower of Jesus (peace). 9. Dorcas and her sewing (compassion). 10. Paul and Silas in prison (courage). 11. Paul and the shipwreck (trust). 12. Paul writes letters.</p>	
--	--	--	--	--	--	--	--	--

CL

PSED

PD

L

M

UW

EAD