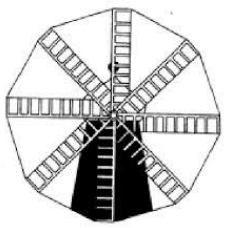



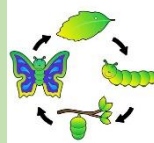




Heckington St Andrews C of E Primary School
EYFS Long Term Plan



	Discover (History)		Explore (Geography)		Create (Art)	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	All About Me Who am I? Who are you? 	Celebrations Why do we celebrate? 	Traditional Tales Who lives in a faraway land? 	Life Cycles and Animals. Do you fly? Wal k? Swim? 	Growing What's above & below me? 	Travel Do you wish you were here? 
English	Key Texts: Money Puzzle Colour Monster The Little Red Hen	Key Texts: Rama and Sita: A Diwali story A day to remember The Scarecrows Wedding The Jolly Christmas Postman	Key Texts: The Gingerbread Man The Three Little Pigs Goldilocks and the three bears	Key Texts: The Very Hungry Caterpillar The Gruffalo Dear Zoo	Key Texts: Farmer Duck Oliver's Vegetables The Tiny Seed The Enormous Turnip	Key Texts: What the Ladybird heard at the seaside. Beegu The Pirates Next Door The Night Pirates.
	RWI Phonics					
	Phonics: Set 1 Single Sounds Reading: Oral Blending Blending Independently	Phonics: Set 1 Single Sounds Reading: Ditty Stories	Phonics: Set 1 Special Friends Reading: Red Books	Phonics: Set 1 Special Friends Set 2 Special Friends Reading: Green / Purple Books	Phonics: Set 2 Special Friends Reading: Purple / Pink Books	Phonics: Set 2 Special Friends First 6 Set 3 Special Friends. Reading: Pink Books.
	Assessed Writing: A Picture of my Family (Draw and label)	Assessed Writing: A Letter to Santa (list)	Assessed Writing: Character Description (words & simple captions)	Assessed Writing: Retell a story (captions & simple sentences)	Assessed Writing: Create your own story (Simple Sentences)	Assessed Writing: Retell a story (sentences & story language)
Maths	Maths No Problem					
	Week 1 – Matching Week 2 – Sorting Week 3 – Comparing and Ordering Week 4 – AB Patterns Week 5 – Counting Week 6 – Counting	Week 7 – Time Week 8 – Composition of numbers up to 5. Week 9 – Composition of numbers up to 5 Week 10 – 2D Shapes Week 11 – 2D Shapes Week 12 – Positional Language	Week 1 – Zero Week 2 – Counting and Ordering to 10. Week 3 – counting Week 4 – Addition Week 5 – Comparing and Ordering Week 6 – Counting	Week 7 – Counting Week 8 – Patterns Week 9 – Measuring Lengths and heights Week 10 – Capacity - developing language Week 11 – 2D Shapes Week 12 – 3D Shapes		
Communication and Language	Key Vocabulary: Relationships Responsibility Family Mum / Dad Brother / Sister Grandparents Aunties / Uncles Home / houses / bungalow / flat / apartment Pets Same / Different	Key Vocabulary: Respect Reverence Celebration Festival Diwali Diya Bonfire Parliament Remembrance Day Bible Harvest	Key Vocabulary: Resilience Relationships Traditional Tale Gingerbread Baking Cunning Describe Characters Personality Map	Key Vocabulary: Reverence Responsibility Lifecycles Tadpole Froglet Frog Lent Easter Resurrection Cross Country	Key Vocabulary: Plant Seed Roots Leaves Soil Petal Healthy Balanced diet Exercise Eid Map	Key Vocabulary: Travel Holiday Seaside Aeroplane / train / car / boat / ship Past / present Hot / cold Freeze Melt Postcard Airport

	<p>Feelings Happy / sad / excited / upset / angry Kindness Helping Autumn</p>	<p>Christmas Charity Children in Need Remember Winter</p>	<p>Wanted Moral Plan</p>	<p>Environment Birth Baby animals – lamb / chick / calf / kitten / puppy Pancake Day Spring</p>	<p>Conditions Countries Weather Lifecycle</p>	<p>Camping Summer</p>
<p>Personal, Social and Emotional Development (PSHE, SMSC, RE)</p>	<p>PSHE Settling In I can express how I feel about starting school. I can talk about my worries and/or the things I am looking forward to about starting school. I can help others to feel welcome. I can begin to form new relationships. I understand our classroom rules and routines.</p> <p>Citizenship & British Values I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands I am starting to understand children’s rights, and this means we should all be allowed to learn and play. I am learning what being responsible means.</p>	<p>PSHE Relationships I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>PSHE Setting Goals: I understand that if I persevere, I can tackle challenges. I can tell you about a time I didn’t give up until I achieved my goal. I can set a goal and work towards it I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I’m older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>PSHE Keeping Healthy I understand that I need to exercise to keep my body healthy. I understand how moving, and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>PSHE Relationships I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use calm me time to manage my feelings. I know how to be a good friend.</p>	<p>PSHE RSE I can name parts of the body. I understand some areas in which I can look after myself e.g dressing and undressing. I understand that we all grow from babies to adults.</p> <p>Transition I can express how I feel about moving to Year 1. I can talk about my worries and / or the things I am looking forward to about being in year 1. I can share my memories of the best bits of this year in Reception.</p>
	RE					
	<p>Rosh Hashanah (Jewish) Harvest Festival (Christianity)</p>	<p>St Andrews Day (30th November) Diwali (Hinduism) Christmas (Christianity)</p>	<p>World Religion Day (16th January)</p>	<p>St David’s Day (1st March) St Patricks Day (17th March) Holi Festival (18th March) (Hinduism) St George’s Day (23rd April) Easter (Christianity)</p>	<p>Ramadan (Islamic) Festival Of Eid (Islamic / Muslim)</p>	
<p>Introduction to PE 1 I can change direction to avoid others. I can move sensibly and safely in a space. I can look for space away from others. I can stop in a balanced position on my feet. I can take small steps to help me stop.</p>	<p>Gymnastics 2 I can hold a shape and balance for 5 seconds. I can squeeze my muscles when balancing to be still and strong. I can choose my own shape, balance and travelling action to create a short sequence. I can create balances whilst using the apparatus.</p>	<p>Dance 1 I can move safely around others. I can use counts of 8 to know when to change actions. I can explore how different body parts move. I can move with control and coordination. I can remember, link, copy and repeat actions.</p>	<p>Games 1 I can develop the skill of running and stopping. I can develop my throwing skills, learning how to keep score. I know to finish with my hand pointing at the target when throwing. I understand the different roles when playing games.</p>	<p>Ball Skills 1 I can roll a ball to a target. I can stop a rolling ball. I move my feet to get to the ball. I use my hands to stop a rolling ball. I am developing my accuracy when throwing to a target. I can bounce and catch a ball using two hands.</p>	<p>Games 2 I am developing my accuracy when throwing. I can keep score during a game. I can follow instructions and move safely when playing tagging games. I can safely move into a space away from the taggers. I can play against an opponent. I can be a good team player.</p>	

<p>Physical Development (PE)</p>	<p>I can stop with control. I can use equipment safely and responsibly. I can listen to instructions carefully. I can use different travelling actions whilst following a path. I can look in the direction I am moving to avoid others. I can work with others co-operatively.</p>	<p>I can jump and land safely from a height. I know to bend my knees when landing. I know to keep my chest up tall when I land so that I don't fall. I can develop rocking and rolling. I can do a straight toll – keeping my legs together. I can do a barrel roll – staying curled up. I can travel around, over and through the apparatus using different parts of my body.</p>	<p>I can express and communicate ideas through movement. I explore travelling movements, directions, and levels. I can show awareness of space, myself, and others. I can move safely with confidence and imagination.</p>	<p>I listen carefully to the rules when playing games. I can follow instructions and move safely when playing tagging games. I can tag someone gently on the arm or back. I work co-operatively and am learning to take turns. I can work with others to play team games.</p>	<p>I can start to dribble a ball using my feet. I keep the ball close to my feet to keep control of it. I use the inside of my foot to kick a ball.</p>	<p>I can understand and follow the rules. I can hit the ball in the middle of the racket. I can work co-operatively as a team with my peers. I can offer encouragement to my fellow teammates.</p>
<p>Understanding the World (Science, Geography, ICT)</p>	<p>I can identify and talk about the differences between me as a baby and me now. I can name and describe different family members who are important to me. I can talk about the changes in the environment as Autumn arrives. I can describe what I hear, feel and see whilst outside. Guy Fawkes – Bonfire Night Remembrance Day</p>	<p>I understand that people have different beliefs and celebrate Christmas in different ways. I can compare my Christmas celebrations to how people used to celebrate Christmas many years ago. I can talk about how people celebrate the festival of Diwali. I can talk about the importance of Harvest festival and why we celebrate. I can talk about the early signs of winter, how the weather and environment has changed. Harvest Diwali Christmas</p>	<p>I can draw information from a simple map. I can appreciate the natural world around me. I can compare the Little Pig's houses to my house I live in. I can describe house houses looked different in the past. I can talk about life in China and how it differs from life in England. I can talk about Chinese New Year, how it is celebrated and why it is important. Chinese New Year</p>	<p>I can talk about the life cycle of a tadpole. I can talk about the life cycle of different animals. I know where different animals live. I know how to look after our tadpoles / caterpillars. I can draw pictures of animals in their environments. I can explain why people celebrate Lent and where the celebration came from. I can talk about the early signs of spring and what effect that has on our natural world. Pancake Day Lent</p>	<p>I know the life cycle of a seed – plant. I can identify what plants need to be able to grow. I can explore the natural world and explain where a good place is to plant a seed. I can draw pictures of different plants. I can look after my own seed and grow it into a sunflower. I can explain why my seeds haven't grown when planted in various locations – fridge, cupboard etc.</p>	<p>I can explore a simple world map and identify where England is on the map. I understand that the world has different countries. I know when I go on an aeroplane I am going to a different country. I can compare different beach holidays around the world to a beach in England. I can compare the seaside to a Victorian seaside. I know some similarities and differences between different holiday destinations. I am exploring different vehicles that I may use to get on holiday. I can compare vehicles we use now and different vehicles from the past.</p>
<p>Computing - Kapow</p>						
	<p>Using a computer: I know what a keyboard is and how to locate relevant keys. I can log in and log out of a computer. I understand why we need to log in and out of a computer. I know what a mouse is and am developing basic skills such as moving and clicking. I can use a simple online paint tool to create digital art.</p>	<p>All about instructions: I can follow instructions as part of practical activities and games. I am learning to give simple instructions. I can follow instructions as part of practical activities and games. I can debug when things go wrong. I am learning that an algorithm is a set of instructions to carry out a task, in a specific order. I can explore and tinker with hardware to develop familiarity</p>	<p>Computing systems and networks 2: Exploring hardware. I can explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. I can recognise that a range of technology is used in places such as homes and schools. I know how to operate a I Pad and use it to take photographs.</p>	<p>Programming 2: Programming Bee-Bots I can understand the meaning of directional arrows. I can follow a simple sequence of instructions. I am beginning to experiment with programming a bee bot. I can explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</p>	<p>Data Handling: Introduction to Data. I understand how to sort and categorise objects. I can explain how items have been sorted and categorised. I can sort myself into groups based upon given categories. I can respond to yes/no questions. I am exploring and understanding the concept of branch databases. I understand how to represent data in a pictogram.</p>	

		and introduce relevant vocabulary.	I can use the I Pad to take photographs of discoveries around the school grounds. I Can use an I Pad to take a selfie.	I know how to debug instructions, with the help of an adult, when things go wrong. I am learning that an algorithm is a set of instructions to carry out a task, in a specific order. I can follow an algorithm as part of an unplugged game.	I know how to read a simple pictogram.	
Exploring using Media and Materials (Art, DT, Music)	I can draw a self-portrait, choosing colours to represent my face. I can begin to explore colour mixing, talking about what has happened. I am adding storylines into my pretend play.	I can explore Kandinsky artwork, noticing patterns and shapes. I can use the knowledge I have learnt about Kandinsky to create a similar piece of artwork. I can use clay to make a Diya lamp, using a variety of methods and tools. I can sing in a group matching pitch and melody.	I can express my own ideas creatively. I can create artwork using a variety of materials, tools, and techniques. I can use my imagination during my recount of stories with my peers and teachers. I practice using tools safely and effectively.	I can create collaboratively sharing ideas, resources, and skills. I can return to and build upon my previous learning, refining ideas and developing them further. I respond to and use music in a variety of ways.	I can watch and talk about dance and performance art, expressing their feelings and responses. I use story props in my play. I can make a variety of representations of plants and flowers, using different media and materials. I can experiment with colour, texture and form., talking to others about what I have made and why.	I can study an artist's work and recreate art using their techniques. I can perform a story, song, or rhyme to others. I can share my creations, explaining the process that I have used. I can confidently talk about my work and how it could be improved.
	Music - Kapow					
	Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups.	Christmas Carols and Nativity Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.	-Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups.		-Explore, use, and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources, and skills. -Listen attentively, move to, and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.