



# Pennington C of E Primary School Long Term

# Year Group: EYFS

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes</b>		New Beginnings Family and Friendships Harvest Autumn	Festivals and Celebrations Traditional Stories Christmas-Nativity	New Year/Chinese New Year Babies/Growth and Change Toys Winter	Spring-New life/Growing Things Easter	Animals and Creatures Transport People who Help us	Seaside/Holidays Transitions
<b>3 Pri me Ar ea s of Le ar n i n g a n d De vel op me nt</b>	<b>Personal, Social and Emotional Development</b>	New beginnings Classroom routines and rules Support children in making friendships/sense of belonging to The Pennington Family Buddies/Family groups Behaviour Chart/Pennington Child charter	Group and class discussions Class council Friendships Getting on and falling out How to deal with own feelings and emotions Responsibilities Bonfire Night safety	Going for Goals Sharing targets/New Year's Resolutions Board Games - taking turns Sharing/negotiation Awareness of the needs of others	Relationships Traditional games- sharing and taking turns Self confidence Responsibilities-class jobs and roles	Good to be me Feelings - responding to needs of others Self confidence	Caring for our environment Changes Transition to Year 1 Helping others-Nursery children
	<b>Physical Development</b>	Managing own personal hygiene Gross motor-PE starting stopping travelling  Fine motor-Manipulation-Pencil control-air writing circles and lines Dexterity- Construction toys	Wheeled toys, rolling, climbing, balance  Letter formations air-writing-pen/pencil grip and control-introduce letter formation starting points and basic action Dexterity-Threading/	Parachute and ring games Body strength, climbing and balancing  Pencil control: Letter Formation (focus on letter formation clusters-long ladder letters, one armed robots, curly caterpillars and zig zag monsters)	Sequencing movements Exercise-effect on bodies  Pencil control: Letter formation Letter sizing and orientation to the line	Team games Healthy eating Oral hygiene  Pencil control: Letter formation (revise letter formation clusters) Target groups	Sports day practise Individual challenge Dance- Coronation Hall performance Safety in the sun  Pencil control: Letter formation (Capitals) Target groups
	<b>PE Sports Coaches</b>	Introduction to PE Unit 1 & 2	Gymnastics Unit 1 & 2	Ball Skills Unit 1 & 2	Fundamentals Unit 1 & 2	Games Unit 1 & 2	Dance Unit 1 & 2
	<b>Communication and Language</b>	<p><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> <li>Learn to speak with confidence during circle/carpet times</li> <li>Learn to listen and respond appropriately with relevant comments, questions or actions               <ul style="list-style-type: none"> <li>Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>Learn new vocabulary relating to topics and use in role play /tasks and activities</li> </ul> </li> <li>Share personal interests and recall experiences with adults and peers in a range of situations 1-1/paired/small group/ larger group and whole class situations eg-through Show and Tell, review of and additions to Learning Journeys at school and home,               <ul style="list-style-type: none"> <li>Buddy shared tasks and activities including Chatterboxes and Story Bags and peer teaching and learning</li> </ul> </li> <li>Engage in 'Talk' home activities to promote discussion about previous weeks learning or in preparation for the following weeks theme               <ul style="list-style-type: none"> <li>Tapestry observations shared between home and school to celebrate success, promote discussion and consolidate learning</li> </ul> </li> </ul>					

4 Sp eci fic Ar ea s of Le ar nin g an d De vel op me nt	Literacy	Whole class daily phonics teaching Daily group and individual phonics intervention/catch up session Phase 2  Pre reading books- Three adult led 'Reading Practice Sessions' each week on a group text Reading for Pleasure-Sharing books for home and school (Non-fiction/Fiction/Poetry) Favourite and familiar stories	Whole class daily phonics teaching Daily group and individual phonics intervention/catch up session Phase 2  Differentiated Books Three adult led 'Reading Practice Sessions' each week on a group text Reading for Pleasure-Sharing books for home and school (Non-fiction/Fiction/Poetry) Traditional stories focus	Whole class daily phonics teaching Daily group and individual phonics intervention/catch up session Phase 3  Differentiated Books Three adult led 'Reading Practice Sessions' each week on a group text Reading for Pleasure-Sharing books for home and school (Non-fiction/Fiction/Poetry) Poetry/rhyming text focus	Whole class daily phonics teaching Daily group and individual phonics intervention/catch up session Phase 3  Differentiated Books Three adult led 'Reading Practice Sessions' each week on a group text Reading for Pleasure-Sharing books for home and school (Non-fiction/Fiction/Poetry) Fiction focus	Whole class daily phonics teaching Daily group and individual phonics intervention/catch up session Phase 4  Differentiated Books Three adult led 'Reading Practice Sessions' each week on a group text Reading for Pleasure-Sharing books for home and school (Non-fiction/Fiction/Poetry) Non-fiction focus	Whole class daily phonics teaching Daily group and individual phonics intervention/catch up session Phase 4  Differentiated Books Three adult led 'Reading Practice Sessions' each week on a group text Reading for Pleasure-Sharing books for home and school (Non-fiction/Fiction/Poetry) Leaflets/brochures- Persuasive text focus
		Support from home encouraged through class and individual activities- Phonemes/graphemes and Tricky words-extended as children progress though the Little Wandle program. Parents/carers aware of target areas following half termly assessments					
	Pathways to Write	Class text to inspire writing tasks and activities- <b>'Peace at Last'</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower case letters correctly	Class text to inspire writing tasks and activities- <b>'The Three Little Pigs'</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower case letters correctly	Class text to inspire writing tasks and activities- <b>'Let's all Creep through Crocodile Creek'</b> Form lower case letters correctly Write short sentences with words with known sound letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check it makes sense	Class text to inspire writing tasks and activities- <b>'The Pirates are Coming '</b> Form lower case and some capital letters correctly Write short sentences with words with known sound letter correspondences Re-read what they have written to check it makes sense	Class text to inspire writing tasks and activities- <b>'Gigantosaurus'</b> Form lower case and capital letters correctly Write short sentences with words with known sound letter correspondences using a capital letter and full stop Re-read what they have written to check it makes sense	Class text to inspire writing tasks and activities- <b>'The Sea Saw'</b> Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound letter correspondences using a capital letter and full stop Re-read what they have written to check it makes sense
	Pathways to Write- Communication and Language Opportunities	Engage in storylines Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in story times Engage in non-fiction books	Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Describe events in some detail Connect one idea or action to another using a range of connectives Retell the story once they have developed a deep familiarity with the text: some as exact repetition	Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story once they have developed a deep familiarity with the text: some as exact repetition

<b>Pathways to Write-Reading Opportunities</b>	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	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 Read a few common exception words matched to the phonics programme	Blend sounds into words so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words Read a few common exception words matched to the phonics programme	Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the phonics programme	Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words Read a few common exception words matched to the phonics programme Reread books to build on their confidence in word reading, fluency, understanding and enrichment	Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words Read a few common exception words matched to the phonics programme
<b>Cross Curricular Reading and Writing Opportunities</b>	Recognising own name, environmental print and classroom labels Individual readers- how to hold a book, telling stories through pictures Introduce information text Sequencing pictures from familiar stories Rhyming books (including Julia Donaldson texts)- awareness of rhyme  Copy and write own name with correct letter formation Favourite Stories	Write own and others names and attempt own words-emergent writing Traditional Tales Difference between fiction and non-fiction text Rhyming books- learning to continue a rhyming string Party invitations Library van visit/Topic boxes Christmas cards and lists	Write letters and simple regular and common words Letter writing - Thank-you for.. New Year Resolutions Lists, captions, labels Instructional writing Old Testament Bible Stories-Drama	Write a phrase/sentence with support  Retelling and sequencing stories Story Mapping/Storyboards Posters, captions, labels New Testament Bible Stories-Drama	Write a phrase/sentence independently Use non-fiction books to find answers to our questions Non-fiction: look at a contents/ index page- use books and other sources to find out information and answer questions	Recounts from educational visits and events Write a series of phrases/sentences Review learning through Learning Journey/writing books and reading journals Thank you letters to Buddies
<b>Grammar</b>	To use capital letter for the start of own name	To know that words are ordered from left and right	To expect written text to make sense and to check for sense if it does not Demarcate sentences with capital letters and full stops and show awareness of other simple punctuation			
<b>Handwriting</b>	Letter formation in own name/others' names	Letters and sounds letters-model formation	Letter groups-whole class teaching	Letter groups-differentiated groups-home activities	Letter groups-differentiated groups-home activities	Capital letters
<b>Other Supporting Text</b>	Selection of Core text Picture Only Books Rhyming Text including Julia Donaldson Homes	Selection of Core Text Traditional Stories The Christmas Story Christmas story and activity books	Selection of Core Text Babies Chinese New Year non-fiction Non Fiction	Selection of Core Text Life cycles eg I am a Frog The Hungry Caterpillar The Easter Story	Selection of Core Text Dinosaur research books	Selection of Core Text

<p><b>Mathematical Development</b></p> <p><b>White Rose Maths</b></p>	<p><u>White Rose Maths Scheme</u>  <u>Getting to know you</u> (Weeks 1-3)          Baseline and Teacher Assessment:          ·Early Number          ·Early calculation          ·Mathematical language          ·Early understanding of pattern          Settling:          Focus on getting to know the children. Learning about numbers around us. Daily routine, exploring number resources in provision, number rules for areas, positional language at tidy up time, board games playing with friends.</p> <p><u>Just like me</u>          Match          Sort          Compare Amounts          Compare size, mass and capacity          Make simple patterns</p>	<p><u>It's me 1 2 3</u>          Introducing 1,2 and 3.          Discuss in Mental Time:          Circles          1p          Composition of 1,2,3          Discuss in Mental Time:          2p.          Circles and Triangles.          Spatial Awareness</p> <p><u>Light and dark</u>          Focus: Introduce 4 and 5.          Discuss in Mental Time:          5p          Exploring 4 and 5          Rectangles and Squares.          Night and day - Time.</p>	<p><u>Alive in 5</u>          One less.          0.          Comparing numbers to 5.          Composition of numbers to 5.          Measuring and comparing mass and capacity.</p> <p><u>Growing 6 7 8</u>          Introduce 6, 7, 8.          One more one less.          Discuss in Mental Time:          Hexagon.          Pairs          Combining groups and adding more.          Length and height          Time - Days of the week</p>	<p><u>Building 9 and 10</u>          9 and 10          10          3D shape          Consolidating</p> <p><u>Consolidating Activities</u>          Consolidating          Length and Height          Consolidating          3D Shapes in real life          Pattern</p>	<p><u>To 20 and Beyond</u>          Building numbers beyond 10          Counting          Patterns beyond 10</p> <p>Spatial Reasoning (Match, Rotate and Manipulate)  <u>First, Then, Now</u>          Adding More          Taking Away          Spatial Reasoning</p>	<p><u>Find my Pattern</u>          Doubling          Sharing and grouping          Evens and Odds  <u>On the Move</u>          Problem Solving          Patterns and Relationships          Spatial Reasoning</p>
<p><b>Mastering Number</b></p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p>		
<p><b>Understanding the World</b></p>	<p>Developing early geography/science and history in the EVFS is very much based on the child and their lived experience. Their knowledge moves outwards into the area they live and learn in, and the real-life experiences they have and share with each other. Only then can they grasp more complex, less immediate knowledge and understanding, eg a concept of places that they have not actually been to themselves and more abstract ideas in science and an understanding of the passing of time.</p> <p>The role of the adult is to point out key features of what the children are experiencing and then make links between the familiar and the unknown.</p> <p>This is achieved through sharing experiences eg through Tapestry observations- sharing experiences of family and friends' customs, routines and events, half termly holiday news sheets shared through show and tell- discussing similarities and differences in experiences, places visited, events attended</p> <p>Key experiences in science are offered incrementally, and knowledge and understanding is taught sequentially, in order to build up their abilities to observe, test, identify and classify, question and problem solve. It is based on them having daily, all-year-round access to our areas of provision in the classroom eg sand, water and investigation areas alongside adult led activities.</p>					

RE	Technology	Belonging to the class and school community Harvest Festival Autumn-seasonal changes	Learning about different cultures/people/traditions Seasonal Changes Outdoor Learning Day London/Fireworks/Guy Fawkes Christmas story and traditions	Human growth and change Chinese New Year Shrove Tuesday Winter-seasonal changes Weather Outdoor Learning Day	Easter holiday news and celebrations Spring-seasonal changes Life cycles	Growth and change-plants and animals Dinosaurs- fossils Freezing/melting-dinosaur eggs  Outdoor Learning Day	Summer Seasonal change Special things Seaside Educational Visit- compare/contrast a different environment
		Introduction to Purple Mash and Tapestry Explore smartboard, and iPad, Learn how to navigate basic features using a finger Use pretend ICT equipment in play	Use everyday technology at home and school Complete a simple program on iPad/Laptop Learn how to use iPad to take photos of creations within the provision.	Model use of a Search Engine How to take a digital image Continue to learn how to use ICT equipment - iPad, smartboard Learn that information can be retrieved from the internet  Learn how to stay safe online Safer Internet Day	Explore the commands needed to control a range of electronic toys - Beebots  Model Google Maps Understand that technology can be used in a range of places/ purposes	Purple Mash Make a video recording Learn how to independently use educational apps on an iPad Begin to explore using video and sound recording features on an iPad, becoming familiar with the control buttons, e.g., using play, stop and pause.	Draw a picture on a screen Purple Mash Open apps independently and control and manipulate objects confidently - talk about how to do this using the words 'scroll', 'drag' 'click'
	French		Understanding that there are different languages Saying thank you	French Song		Numbers to 10 Greetings Songs	
	Geography opportunities looking at maps and researching different places and countries over the year relevant to interests and experiences and through cross curricular links.						
	People and Communities	Home visit Chatterbox-sharing interests and 'all about me' with Buddies Family Groups  I am special	Autumn and Christmas celebrations in different cultures and countries Class and school council	Sharing Christmas and New Year celebrations Sharing information and wider experiences with Buddies  Chinese New Year	Special people Families and friends	Other country comparison	Special times-Traditions and festivals-sharing experiences/ Similarities and differences Nursery transition visits Year 1 Move Up Day Celebrating and thanking Buddies
	The World	Autumn changes Autumn walk/home activity	Where I live- journey to school/address Different houses and homes	Winter changes The United Kingdom- London our capital city Other countries- New Year Fireworks around the world	Spring changes Life Cycles Lamb Visit/Farming	Special places Growing things Where things grow	Summer changes The seaside
	Past and Present	History is delivered in real time, largely through daily routines and real-life experiences as they happen, eg transitions, Christmas, the New Year. On-going opportunities to explore past and present through Tapestry observations and shared experiences. Invitations to family members and friends to come into school to share talents, knowledge, employment etc Special Mention assemblies each week, sharing achievements and experiences across school. Individual holiday news/opportunities for whole class and small group Show and Tell.					

<b>(Questful RE)</b>	Belonging Relationships- Families/Class/Buddies Autumn Appreciation of seasons and change  <u>I am Special</u> Why are we all different and special? <u>Harvest</u> Why do people of faith say thank you to God at harvest time?	Bonfire Night Celebrations  <u>Special People</u> Why do Christians believe Jesus is special? <u>Christmas</u> How do Christians celebrate Jesus' birthday?	Winter Appreciation of seasons and change  <u>Stories Jesus Heard</u> What stories did Jesus hear when he was a child? <u>Stories Jesus Told</u> Why did Jesus tell stories?	Spring Appreciation of seasons and change Mothering Sunday  <u>Easter</u> Why do Christians believe that Easter is all about love? <u>Prayer</u> What is prayer?	Summer/Growing Things Appreciation of seasons and change  <u>Friendship</u> What makes a good friend? <u>Special Places</u> What makes a place holy?	Moving on/Transitions  <u>Special Times</u> How do you celebrate special times?
	<u>I am special</u> Islam	<u>Special People</u> Founders and Leaders of Faith- Buddhism, Islam, Sikhism <u>Christmas</u> Why do Hindus light candles at Diwali?		<u>Prayer</u> Buddhism, Islam, Judaism	<u>Special Places</u> Hinduism, Islam	<u>Special Times</u> Hinduism, Islam, Judaism, Sikhism
<b>Christian Values</b>	Resilience	Honesty	Compassion	Forgiveness	Patience	Thankfulness
<b>Expressive Arts and Design</b>	<b>Art-Drawing</b> <b>Kapow- Marvellous Marks</b> Making representations/ Self portraits Observational drawings Christmas card designs  <b>Music</b> Favourite and new songs/sing with confidence Environmental sounds Harvest songs and hymns Moving to music <b>Drama</b> Roleplay Imaginative play linked to experiences and interests Peace at Last	<b>Art-Pattern/Printing</b> Firework artwork/patterns a Christmas art day and activities  <b>Music</b> Keeping a steady beat Exploring Sound-fireworks Body/mouth sounds Instrumental Sounds Christmas songs and hymns Christmas songs and hymns  <b>Drama</b> Roleplay Homes The Three Little Pigs Nativity re-enactment in Church	<b>Painting and Mixed Media</b> <b>Kapow- Paint My World</b> Exploring different media and materials-Paint Colour mixing  <b>Music</b> Learn about rhythm and pulse in songs Louder and quieter Responding to music through dance  <b>Drama</b> Roleplay Journeys 'Let's all creep through Crocodile Creek'	<b>Drawing/Painting</b> Mothering Sunday cards Observational drawing  <b>Music</b> Exploring percussion instruments Faster and Slower Easter songs and hymns  <b>Drama</b> Roleplay Pirates The Pirates are Coming	<b>Form/Sculpture and 3D:</b> <b>Kapow Creation Station</b> Exploring different media and materials-clay/malleable materials Junk Models Observational drawings;  <b>Music</b> Higher and Lower Performing to an audience-Exploring tuned instruments  <b>Drama</b> Roleplay Dinosaurs Gigantasurus	<b>Form/Texture/Pattern</b> Collage Natural materials-Sculpture-Andy Goldsworthy Observational drawing  <b>Music - Tuned instruments-making up compositions</b> Longer and shorter sounds Another Fine Fest Performance  <b>Drama</b> Roleplay Seaside/Holidays The Seasaw End of Year Show Coronation Hall Drama sessions-Performing to an audience

<b>National/ International Events which may also be explored</b>		Guy Fawkes/Bonfire Night Children in Need St Andrew's Day(Scotland)	Chinese New Year Burn's Night (Scotland)	St David's Day (Wales) Commonwealth Day St Patrick's Day (Ireland) April Fool's Day Comic Relief	St George's Day (England) Ascension Day Pentecost	Father's Day Wimbledon
<b>Local Events which may also be explored</b>	Ulverston Lantern Festival,	Dickensian Festival	Pantomime at the Coronation Hall.	Pasche eggs rolling on Hoad Hill, St Georges Pageant, Ulverston Walkfest, Flag Fortnight	Another Fine Fest  Printfest	International Music Festival at the Coronation Hall Retro rendezvous Another Fine Fest (music comedy and street theatre) Ulverston Open Gardens (Ulverston in Bloom) North Lonsdale Show
<b>School Events</b>	Induction	Christmas Family Fun Night			Another Fine Fest  Printfest	Coronation Hall Performance Transition Church Leavers Service
<b>Church/ Religious Events</b>	Harvest	Remembrance Day Advent Christmas ( Nativity and Christingle)	Epiphany St Valentine's Day	Shrove Tuesday Ash Wednesday (Easter Service) Mothering Sunday		Summer International Buddhist Festival at Conishead Priory Leavers Service
<b>Visits/Visitors</b>	EYFS Governor Church- Harvest Festival	Church-Christmas Service	MEYFS Governor	Church-Easter Service	EYFS Governor Educational Visit	Nursery visits to school