

Escrick CE Primary School Long Term Plan

In the EYFS, planning will be adjusted according to the interests and needs of the children. Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things



	Autumn 1	Autumn 2–	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous Me!	Let's Celebrate!	Superheroes!	Once Upon a Time!	In the Garden	Go Jettors
The Big Question	How am I special?	How do people celebrate special times?	Who is a real-life superhero?	What makes a good story?	How can I care for nature?	What can we see and hear at the seaside?
Experiences	Harvest Festival	Christmas Parent Craft Afternoon Nativity	Chinese new year Visits from real life superheroes	Fairy Tale Day World book day	Caterpillars School Visit	Sports day
Focus Texts (These may change)	Super Milly and the Super School Day The Colour Monster Owl Babies All Kinds of People We are Family Super Duper You Elmer	The Leaf Thief The Quiet Firework Little Glow The Birthday Invitation The Miracle of Hannukah Stick Man Dear Santa Christmas Story	The Great Race SuperTato Doctorsaurus The Train Ride People Who Help us Series A Super Power Like Mine	Goldilocks and the Three Bears The Gingerbread Man Little Red Riding Hood The Three Billy Goats Gruff The Little Red Hen The Jolly Postman The Easter Story	Tad The Hungry Caterpillar Jack and the Beanstalk Bee Olivers Vegetables Superworm The Tiny Seed	Martha Maps it Out Mary Jayne's Aeroplane The Night Pirates Sharing a Shell The Snail and the Whale Commotion in the Ocean Clean Up
Communication Language	Getting to know you activities Learn songs and nursery rhymes Practise good sitting and listening skills Listening to stories talking about families	Learn songs and nursery rhymes Listen carefully Carpet time: sit for longer periods of time Learn and use new vocabulary Talk Partner discussions Begin to ask questions to find out more.	Listen to and follow instructions Ask 'how' and 'why' questions to find out more Describe events in more detail Expand sentences with connectives	Fairy tale role play area Listen to a range of non-fiction books Retell stories using time connectives Use talk to explain thinking and make predictions	Follow complex instructions Listen to and comment on non-fiction books Predict what will happen next Continue to learn and use new vocabulary Begin to form and express opinions based on what has been read to them.	Articulate ideas and thoughts in well-formed sentences Form and express opinions based on what has been read to them Offer explanations for why things might happen, using recently introduced vocabulary

Possible Interests / Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school/settling in My new class School routines New Beginnings My family/My pets Being kind Autumn Celebrating Difference What makes me special Like and dislikes	Bonfire Night Remembrance Sunday Diwali Advent & Christmas	Emergency Services Heath Care Workers School Staff Council Workers Transport Workers	Exploring the settings for different stories, Building dens / houses using different materials. Which one is strongest / waterproof? How can we check?	Lifecycles of plants and minibeasts Bug Hunt What are insects? Habitats Animals around the world Climates / Hibernation Down on the Farm Minibeasts Animals on the Farm Night and day animals	On holiday / clothes Where in the world will we go? Send me a postcard Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Personal, Social and Emotional Development (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development Gross Motor Skills Fine Motor Skills	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as: twist, pinch, grip, grab, squeeze.	We will be learning to... Continue to refine the fundamental movement skills they have already acquired Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)	We will be learning to... Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS outdoor area.
Throughout the year we will... Take part in 'finger gym' activities so that we can use a range of tools with care, control and confidence. Take part in dough disco to help children strengthen their fine-motor muscles and coordination. Take part in parachute activities to develop core strength, balance and coordination. Take part in music and movement sessions to develop gross motor skills.						

	Teach Handwriting through discreet handwriting sessions following the school scheme. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					
Communication and Language	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Listening, attention and understanding	Understand and practice good listening skills	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Listen attentively and respond to what they hear with how and why questions.	Use new vocabulary in different activities and areas of learning.	Engage in non-fiction books about animals, learning and using new vocabulary from them.	Engage in non-fiction books about the sea and sea creatures learning and using new vocabulary from them.
Speaking	Learn new vocabulary linked to daily routines and theme.	Begin to articulate their ideas and thoughts in well-formed sentence.	Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them.	Use talk to help work out problems, organise thinking & activities explain how things work/why things happen	Describe events in some detail. (linked to books eg. life cycle)	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Say "Good morning", and other social phrases, to friends and adults.	Develop social phrases around routines of the day, greetings and friendship.	Make comments about what they have heard and ask questions to clarify their understanding.	Develop and use social phrases with confidence	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Begin to ask questions to find out more.	Begin to retell a simple story, once they have developed a deep familiarity with the text.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		Use new vocabulary in different contexts.	Express 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.
	Take part in story times.	Continue to learn new vocabulary.			Ask questions to find out more and to check they understand what has been said to them.	
	Learn and sing nursery rhymes and songs.				Articulate their ideas & thoughts in well-formed sentences.	
Literacy	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
Comprehension	<u>Comprehension</u> Independently look at a book, hold it the correct way and turn pages.	<u>Comprehension</u> Engage in and enjoy an increasing range of books.	<u>Comprehension</u> Act out stories using recently introduced vocabulary.	<u>Comprehension</u> Talk about the characters in the books they are reading.	<u>Comprehension</u> Retell stories using vocabulary influenced by books.	<u>Comprehension</u> Answer questions about what they have read.
Word Reading		<u>Word Reading</u> Begin to read captions and sentences.	<u>Word Reading</u> Recognise taught digraphs in words and	Begin to retell stories using story language and vocabulary from familiar	<u>Word Reading</u> Read longer sentences containing phase 4	<u>Word Reading</u> Read books matched to their phonics ability.
Writing	<u>Word Reading</u> Segment and blend					

	sounds together to read words. Writing Give meanings to the marks they make. Name writing. Write initial sounds and some simple CVC words.	Writing Name writing Write labels Write lists Write CVC words	blend the sounds together. Writing Write captions Write lists Begin to write 'I can see' sentences.	stories. Word Reading Read words containing digraphs and tricky words. Writing Write captions and labels. Write simple sentences.	words and tricky words. Writing Writing for a purpose in roleplay. Write simple phrases and sentences using recognisable letters and sounds.	Writing Write sentences using correct letter formation. Read their writing to somebody else.
	Throughout the year we will... Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words. Form lower-case and capital letters correctly.					
Phonics	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Little Wandle Phonics						
White Rose Maths	Number Numerical Patterns Match and Sort (same/different) Matching, sorting, comparing; numbers 1–3; 2D shapes	Number Numerical Patterns Representing 1,2,and 3 Comparing 1,2, and 3 Composition of 1, 2 and 3 2D shapes	Mass and capacity 6,7,8	length, height and time Building 9 and 10	Exploring 3D shapes to 20 and beyond how many now manipulate, compose and decompose	Sharing and grouping Visualise, build and map consolidation
NCETM	Week 1-5	Week 6-10	Week 11-15	Week 16-20	Week 21-25	Week 26-30
Understanding the World Past and Present People, Culture and Communities Natural World	History Link How have I changed? Who is in my family? Geography Link Where in the world do I live? Science Link What are my senses?	History Link How have birthdays changed? What was Christmas like a long time ago? Geography Link How do other people celebrate? – Christmas in another country. Science Link Exploring Changing state of matter – freezing and melting	History Link Were there doctors and nurses a long time ago? Geography Link What jobs do people have in my community? Science Link Who helps me to keep my body healthy?	History Link Castles Science Link How do plants grow and change?	Geography Link Where do animals live? Science Link How do plants and animals grow and change?	History Link How have holidays and the seaside change? Who was Mary Anning? Geography Link What is a map, how can I use them? Science Link What is the weather like today?

	Throughout the year we will... Explore the natural world around us and talk about what we see, hear and feel whilst outside. Understand the effect of changing seasons in the natural world around us.					
Expressive Art and Design Creating with Materials Being Imaginative and Expressive	Use one-handed tools with growing control. Hold pencils and pens comfortably and begin to show a dominant hand. Explore materials with different properties and talk about what they notice. Investigate how things work through simple construction and play. Jackson Pollock	Explore materials freely to decide how to use them and what to make. Talk about their artwork using a widening vocabulary. Join materials and explore simple textures. Choose materials for a purpose during construction. Kandinsky	Select materials for a planned effect and talk about their choices. Use joining techniques to achieve the desired outcome. Mix colours to create shades and combine materials for texture. Begin to plan designs before starting. Joan Miro	Use a range of tools and select the most suitable one for the job. Explain their process and why they chose certain materials or techniques. Refine artistic effects to express ideas and feelings. Build on previous learning with increasing detail and control. Andy Goldsworthy	Create collaboratively, sharing ideas, resources and skills. Use tools accurately (brushes, pencils, scissors, collage). Experiment with media such as paint, natural materials and printing. Develop storylines in pretend play linked to the topic. Respond to music with movement and simple percussion. Van Gogh	Refine artistic effects independently to express ideas and feelings. Select tools and materials purposefully for drawings, paintings and models. Improve techniques when creating sea-themed artwork. Work collaboratively on larger projects with shared roles. Perform songs or sequences with growing confidence.
Music (Charanga)	Chant to the animals	Creative Moves	Lilting Lullaby	Number Times	Wellbeing Matters	Rhythm Adventures
Religious Education	Where do we belong?	Understanding Christianity	Understanding the importance of God	Why do Christians put an easter cross in a garden?	What places are special and why?	What times / stories are special and why?
Festivals / Special Stories	Harvest festival	Christmas Diwali	Chinese New Year	Easter story		Jesus calms the storm Zacchaeus
British Values	<u>Mutual respect</u>	<u>Mutual Tolerance</u>	<u>Rule of law</u>	<u>Individual liberty</u>	<u>Democracy</u>	<u>British Values</u>
Where this might be seen in EYFS:	Sharing outside area; School rules; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting	In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger;	In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;	In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;	In addition to previous: Our World- RE topic;

	charities		safeguarding; Team games in PE or outside			
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