



Northborough School - Long Term Plans - Year EYFS Class Teacher - K Holland

| | Autumn Term | | Spring Term | | Summer Term | |
|---|--|---|--|---|---|--|
| Curriculum Project Possible Themes/Interests/Lines of Enquiry Note: we are flexible with these depending on children's interests. | All About Me Autumn Family Being a good friend Keeping safe | Celebrations Christmas/Christmas around the world | Winter Chinese New Year Local Area | People Who Help Us Pancake Day Easter | Once Upon a Time Growing Up – Generations Planting/growing Spring Life Cycles | Children's choice OR Splish! Splash! Splash! Summer Holidays past & present Summer Pirates & Mermaids |
| Memorable experience | Starting school Starting assembly Take One Picture – SOKE ? Hallowe'en wc 18/10/22 Hike around our local community | Nativity Production Carol concert in Church Pantomime? Walk around Northborough – houses Life Education Bus Children in Need Guy Fawkes 5/11/21 Diwali 4/11/21 Pancake Day 1/2/22 Remembrance Day 11/11/22 | Toboggan at Tallington Chinese New Year 1/2/22 Epiphany Bedtime Stories Valentine's Day 14/2/22 Australia Day 26/1/22 | Visits: Police, Paramedic, Doctor & Nurse Trip: Green's Garage, Northborough Dentist, Oakham Fire Station EASTER World Book Day Sport Relief Mother's Day 27/3/22 Comic Relief 18/3 | Moore Farm lambing Happy Chicks Caterpillars to Butterflies Eid ??? around 1/5/22 Cinco de Maya 5/5/22 St George's Day 23/4/22 | Rutland Water Nature Day Independence Day 4 th July Father's Day 14/6/22 |
| Imaginary Play Area | Home Corner | Christmas Grotto (Ice theme) | Ice Palace | Police station/fire station/hospital | Fairy tale castle | Pirate ship |

| | | | | | | |
|--|---|---|---|--|---|--|
| | | | | | Bug hotel | |
| <p>Communication & Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - 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 | <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> | <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases Engage in story times.</p> <p>Understand an instruction that has two parts</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>Engage in non-fiction books.</p> <p>Listen to and talk about stories to develop a deep familiarity with new knowledge & vocabulary</p> | <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> | <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> |
| <p>Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own 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>Throughout the Year</p> | <p>Learn new vocabulary (Word of the Week) Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs. Hold conversation when engaged in back-and-forth exchanges.</p> | | | | | |

| | | | |
|--|--|---|---|
| <p>Personal, Social & Emotional Development</p> <p>Self Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <ul style="list-style-type: none"> - 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. | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Explain the reasons for rules, know right from wrong and behave accordingly.</p> <p>Work and play cooperatively and take turns with others</p> | <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Set and work towards simple goals, being able to wait for what they want and control immediate impulses when appropriate.</p> | <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Show sensitivity to their own and to others needs.</p> |
| <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> - 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. | | | |
| <p>Building Relationships</p> <p>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>Throughout the Year</p> | <p>These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year as well as Peer Massage</p> | | |

| | | | | | | |
|---|---|--|--|---|--|--|
| <p>Physical Development</p> <p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> | <p>Gymnastics – Moving in different ways, hold a balance, jumping & landing safely YDP Multi Skills</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> | <p>Dance</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> | <p>Gymnastics – balance & jumping safely YDP games</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine</p> | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> | <p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Athletics: running, throwing, jumping</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> |
| <p>Throughout the Year</p> | <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p> | | | | | |
| <p>Literacy – comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. | <p>Listen to stories and talk about the text</p> | | <p>Listen to stories and answer questions about what you have heard</p> <p>Answer questions about what you are reading</p> | | <p>Anticipate key events in stories.</p> | |
| <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. | <p>Baseline Assessment</p> <p>Read my weekend news</p> | <p>Blend sounds into words, so that they can read short words made up of known</p> | <p>Read some letter groups that each represent one sound and say</p> | <p>Read simple phrases and sentences made up of words with</p> | <p>Re-read what they have written to check that it makes sense.</p> | |

| | | | | | | |
|--|---|--|---|---|---|--|
| <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | <p>Read and recognise my name</p> <p>Read individual letters by saying the sounds for them.</p> | <p>letter-sound correspondences.</p> | <p>sounds for them. Read a few common exception words matched to the school's phonic programme.</p> | <p>known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | | |
| <p>Writing</p> <ul style="list-style-type: none"> • 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 can be read by others. | <p>Baseline Assessment</p> <p>Writing my name</p> <p>Give meaning to marks</p> <p>Write recognisable letters, most of which are correctly formed.</p> | <p>Write recognisable letters, most of which are correctly formed.</p> | <p>Write words and phrases that other people can make sense of</p> | <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> | <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> | |
| <p>Phonics</p> | <p>Phase 1 Phase 2</p> | | <p>Phase 2 Phase 3</p> | | <p>Phase 3 Phase 4</p> | |
| <p>Maths Number</p> <p>Have a deep understanding of number to 10, including the composition of each number</p> <ul style="list-style-type: none"> - 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. | <p>Baseline Assessment</p> <p>Matching.</p> <p>Sorting & Comparing</p> <p>Numbers 1-5</p> | <p>Numbers 6-10</p> <p>One more One less</p> <p>Shape</p> <p>Subitising</p> <p>Length/height</p> | <p>Numeral recognition</p> <p>Number bonds to 5</p> <p>Number bonds to 10</p> <p>Teen numbers</p> <p>Addition</p> | <p>Subtraction</p> <p>Halving</p> <p>Subitising</p> <p>Odd and even numbers</p> <p>Missing number sequences</p> <p>Money</p> | <p>Comparing sets of numbers</p> <p>Counting in 2's</p> <p>Counting in 5's</p> <p>Counting in 10's</p> <p>Number bonds</p> <p>Problem solving</p> | <p>Doubling (problem solving).</p> <p>Halving (problem solving)</p> <p>Sharing (problem solving)</p> <p>Time</p> <p>Weight</p> |
| <p>Numerical Patterns</p> <ul style="list-style-type: none"> -Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is | <p>Number rhymes</p> | | | | | |

| | | | | | | |
|--|--|--|--|---|---|---|
| <p>greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>Numeral recognition</p> | | <p>Doubling Repeating patterns</p> | | <p>Capacity</p> | |
| <p>Understanding the World</p> <p>Past & Present 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.</p> | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> | <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>Understand that some places are special to members of their community.</p> | <p>Explore the natural world around them. Comment on images of familiar situations in the past.</p> | <p>Draw information from a simple map. Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live.</p> |
| <p>People, Culture and Communities</p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <ul style="list-style-type: none"> - 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>- 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.</p> | | | | | | |

| | | | | | | |
|--|--|---|--|--|--|--|
| <p>The Natural World</p> <ul style="list-style-type: none"> - 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>Throughout the Year</p> | <p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p> | | | | | |
| <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with 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. | <p>Develop Storylines in their pretend play</p> | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> | <p>Create collaboratively sharing ideas, resources, and skills</p> | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Share their creations, explaining the process they have used.</p> | <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> |
| <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | | | | | | |
| <p>Explore, use, and refine a variety of materials, tools and techniques, experimenting with colour, design, texture,</p> | | | | | | |

| | | | | | | |
|---|--|--|--|--|---|--|
| form and function. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes. | | | | | | |
| Throughout the Year | Explore, use, and refine a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes. | | | | | |
| EAD Music Express | PPA time SPECIAL PEOPLE (<i>beat & tempo</i>) & OUR SENSES (<i>timbre</i>) | PPA time GOING PLACES (<i>high & low</i>) | GROWTH & CHANGE (<i>loud & quiet</i>) | WORKING WORLD (<i>texture</i>) | PPA time MOVING PATTERNS (<i>structure</i>) | PPA time STORIES & SOUNDS (<i>structure</i>) |
| MFL | We learn to respond to the register in many languages | | | | | |
| R.E (Understanding the World People & Communities) | | Christmas Diwali | Chinese New Year Epiphany | Shrove Tuesday/pancake day Easter Mothering Sunday | Eid | |
| SMCS | Golden rules | Golden rules | PRIDE | PRIDE | British values | British Values democracy (voting for topic) |
| | | | | | | |