**EYFS Long Term Plan 2021 - 2022 Cycle B**

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|  | **Autumn 1- Ourselves/ Down on the Farm** Wednesday, 4 September to Friday, 18 October | **Autumn2- Down on the Farm/Christmas** Tuesday, 29 October to Thursday, 19 | **Spring 1- People who help us**Monday, 6 January to Thursday, 13 February | **Spring 2- People who help us**Monday, 24 February to Thursday, 2 April | **Summer 1- Explorers/Pirates** Monday, 20 April to Friday, 22 May | **Summer 2- Explorers/Pirates**Monday, 1 June to Tuesday, 21 July |
| **Week 1** | Baseline – routines Story-The Little Red Hen | Story-Mucky pup- Ken BrownWellcomm: 4.9 understanding and using pronouns I you and we | Story-Peace at last- Jill MurphyNess the Nurse-Nick SharrattWellcomm: 5a understanding and responding to questions that require a yes/no answer | Story-Mr Wolf’s Pancakes- Jan Fearnley25th March Pancake dayWellcomm: 6.2 understanding behind and in front | Story-Pirate Pete- Nick SharratWellcomm: 7.4 learning and understanding the meaning of why | Story-Clem and the crab-Fiona LumbersWellcomm: 8.1 learning the meaning of when |
| **Week 2** | Baseline – routines Story-The Little Red Hen | Story-Owl Babies-Martin WaddellWellcomm: 5.1understanding in on and under at the simplest level | Story-What the ladybird heard- Julia Donaldson/Dr Dog -Babette ColeWellcomm: 5.10 using simple plural forms | Story-Flashing FireEngines- Tony MittonWellcomm: 6.3 understanding the negative form | Story-Zoe and Beans Pirate treasure- Chloe and Mick InkpenWellcomm: 7.8 understanding opposites | Story-Where the Wild Things Are-Maurice SendakWellcomm: 8.4 understanding post modified sentences |
| **Week 3** | Baseline – routines Story-The Little Red Hen |  Anti- Bullying weekStory-The selfish crocodile- Fausten CharlesWellcomm: 3.3 verbs- doing words  | Story-Polar Bear, Polar Bear what do you hear- Bill MartinThe optician Wellcomm: 5.10 using simple plural forms | Story-Kindness rules- Eunice and Sabrina MoyleWellcomm: 6.7 understanding and using verbs in the past tense | Story-Come away from the water Shirley- John BurninghamWellcomm: 7.9 understanding and using pronouns his and her | Story-The night Pirates- Peter HarrisWellcomm: 8.5 understanding sentences containing either and or |
| **Week 4** | Story-Farmer Duck- Martin WaddellWellcomm:3.2 songs for body parts | National Nursery Rhyme weekWellcomm: 5.2 learn to remember and say the names of two/three things | Story-Brown Bear, Brown Bear what do you see- Bill MartinThe crocodile and The Dentist-Taro GomiWellcomm: 5b understand who | Story-Stephen Seagull action Hero- Elys DolanPolice Action investigationWellcomm: 6.8 generating ideas about the function of things | Story-Polly Parrot picks a Pirate-Peter BentlyWellcomm: 7.10 linking sentences using because | Story-Ceri Deri and the treasure Map-Max LowWellcomm: 8.6 using an increasing number of prepositions |
| **Week 5** | Story-Farmer Duck- Martin WaddellWellcomm: 3.3 verbs- doing words | Story-Can’t you sleep little Bear-Wellcomm: 5.4 Learning the name of colours | Chinese New Year Monday 27thWellcomm: 6.1 understanding and using pronouns: he and she | Story-My mum always looks after me so much Sean Taylor and David BarrowWellcomm: 6.9 Understanding why questions | Story-The Pirates next door- Jonny DuddleWellcomm: 7.10 linking sentences using because | Story- [Florentine and Pig and the Lost Pirate Treasure](https://www.booktrust.org.uk/book/f/florentine-and-pig-and-the-lost-pirate-treasure/)-Eva Katzler & Jessica MikhailWellcomm: 8.8 understanding and using question words |
| **Week 6** | Story-Higgly Hen- Axel SchefflerWellcomm: 3.9 using copying action rhymes and songs | Christmas Story Wellcomm: 5.5 Learning the meaning of where |  | Story-The Jolly PostmanPostman PatThe Journey of a letterWellcomm: 6c understanding and using where who and what questions |  | Story- Portside Pirates- Debbie HarterWellcomm: 8a developing vocabulary skills using word webs |
| **Week 7** | Story-Miao said the Cow- Emma DoddWellcomm: 4.3 Understanding that no plus a word is an early negative | Christmas StoryWellcomm: 5.7 using under in a simple game |  |  |  | Story-Yo-ho- ho a-pirating we will go- Kaye UmanskyWellcomm: 9.4 beginning to understand idioms |
| **Week 8** | Story-Fergus the farmyard dog- Tony MaddoxWellcomm: 4.10 Learning to use big and little | Christmas Story Wellcomm: 5.8 Beginning to use what and where |  |  |  | Story-Tiddler- Julia DonaldsonWellcomm: 9.7 remembering more and more information |
| **Possible** **WOW****Experiences** | *Abbey Farm visit**Parents ‘Phonics and learning to read’ workshops.* | *Forest schools**Patchett Pals group* | Chinese New Year 27th Jan*Forest schools**Patchett Pals group* | *Forest schools**Patchett Pals group*Pancake day 25th March*Fire Engine visit to school* | *Forest schools* | *Forest schools* |
| **Maths Focus** | Weeks 1-3 baselineWeeks 4-8 Numbers: counting and recognition.Prepositions, direction and movement | Weeks 1-4 Numbers: addition and subtractionWeeks 5 - SSM-moneyWeeks 6-8 SSM -2d shape | Weeks 1&3 Numbers: counting and recognition.Weeks 2 - SSM-moneyWeeks 4-5 Numbers: addition and subtraction | Week 1-3 Numbers: addition and subtraction.Weeks 4-5 SSM 3d shape, Size, weight, capacity. | Week 1- SSM –timeWeeks 2-4 Numbers: counting and recognition.Weeks 5-8 Numbers: addition and subtraction. | Weeks 1-4 Numbers: doubling, halving and sharing.Weeks 5-6 SSM position and distanceWeek 7-8 Consolidation and Assessment |
| **Literacy Focus****Phonics** | **Reception-** Oral segmenting and blending/phase 1 rhyme and rhythm/alliteration.RWI – set 1**Writing:** Spell VC and CVC words using magnetic letters and by writing phonemes introduced Mark-making, including some initial sounds/letters in word | **Phonics -** RWI – set 1 sounds**Writing:** Spell VC and CVC words using magnetic letters and by writing phonemes introduced Write initial sounds in words, and some final/medial sounds. | **Phonics** - RWI – set 1 **Writing:**

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| Practise spelling HF words. Practise spelling tricky words. Practise writing captions and sentences Write CVC words – segmenting and recording all sounds correctly.  |

 | **Phonics Reception-** RWI – Set 1 & 2**Writing:** Practise spelling RED words. Practise writing captions and sentences Write CVC words – segmenting and recording all sounds correctly. | **Phonics-** RWI – Set 2**Writing:** Practise spelling RED words. Practise writing captions and sentences Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words  | **Phonics-** RWI – Set 2& 3**Writing:**

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| Practise spelling RED words. Practise writing captions and sentences Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words  |

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| **UW****ICT General Provision****RE** | People and Communities – special times and events, family routines and special times. Where our food comes from. | People and Communities – similarities and differences/family customsHealthy eating Healthy livingGuy FawkesCHANGES-AUTUMN | The World – The coast - Similarities and differences in environment. Change in cooking.CHANGES-WINTER | People and Communities –occupations/ways of life. Fire-fighters, police, CHANGES-SPRING | The World – comments and questions, why things happen and how things work, similarities and differences. | The World – similarities and differences in materials and environments. CHANGES-SUMMER |
| Additional cross curricular opportunities – using a microwave/digital scales. Timing fine motor activities & running outside using stopwatch. Access to digital text. Use of I pads, independent access to computers, giving & responding to oral instructions, independent access to the lightbox, use of everyday technology through role play i.e telephones, old laptops etc. Programmable and remote control toys ie. Bee-Bots and remote control bugs. |
| Reception – Why do we have friends?Harvest Festival | Reception – What makes a book special?Bible story – The Christmas story |  Why are there animals and plants in the world?Bible story – The creation The Good Samaritan  | Why do we need to be responsible?Bible story – The Easter story | What makes someone special?Bible story – Noahs ark | What makes a place special?Bible story – David and Goliath  |
| **PD** | Val Sabin YR DanceOutdoor area –climbing frame and bikesHygiene + toileting routinesDough Disco/funky fingers/ finger gym activities | Val Sabin YR DanceIntro body changes when exercising Dough Disco/funky fingers/ finger gym activities | Large apparatusVal Sabin YR GymnasticsDough Disco/funky fingers/ finger gym activities | Large apparatusVal Sabin YR Gymnastics How to keep our bodies healthy and well.Dough Disco/funky fingers/ finger gym activities | Outdoor games skillsVal Sabin YR AthleticsDough Disco/funky fingers/ finger gym activities | Outdoor games skillsVal Sabin YR AthleticsSports Day skillsDough Disco/funky fingers/ finger gym activities |
| **EAD****Art****Music** | Roleplay – home corner  | Roleplay –Christmas home | Roleplay – 3 pigs/ Billy goats Gruff/Chinese restaurant | Roleplay –doctors surgeryPolice station/ fire station | Roleplay –Piratesseaside shop | Roleplay – dens /camps |
| Paint own portrait Famous artist’s portraits-Van GoghRembrant | Christmas arts and craftcalendartree decorationChristmas card | Drawing people who help and their vehiclesCollage – people and vehiclesFamous artist-Kandinsky | 3D model makingrecyclable materials models emergency vehices | Printing/Different ways of applying paintFamous artists-Seascapes Hokusai painting of the ‘The wave at Kanagawa.Turner |  The natural world sculptures and collage-Famous artist-Louise Bourgeois |
| Topic songs**Charanga Hey you!**Explore the different sounds of instrumentsModel simple rhythms using percussion – children to copyPlay loud/quiet – fast/slow | Topic songs **&** Singing (Nativity songs)**Charanga- Rhythm in the way we walk****nursery rhymes & Banana rap****Learning Christmas nativity songs.** | Topic songs**Charanga In the Groove**Create sound effects to represent an image within a traditional tale  | Topic songs**Charanga Round and round**Sorting instruments: banging; shaking; tapping | Topic songs**Charanga Your imagination** | Topic songs**Charanga Reflect, rewind and replay** |
| **PSHE** | PSED – making friends following rules and routines. | Stepping stones to success-Self-confidence and self esteemFirework safety | Stepping stones to success-Making relationshipsKeeping safe – using tools/cooking. | Stepping stones to success- Behaviour and self-control | Stepping stones to success- self-care and health Road safety | Stepping stones to success- dispositions and attitudesTransition arrangements |
| **Other** |  | Introduce Talk Partners | Question Time – encouraging children to ask questions. Silly sentences- colourful semantics | Silly sentences- colourful semantics |  |  |
| **Interventions** | Wellcomm intervention children identifiedEAL groups identified and started.Fine motor, Literacy and Numeracy groups identified | Wellcomm intervention Fine motor, Literacy and Numeracy Target interventions | Wellcomm intervention Fine motor, Literacy and Numeracy Target interventions | Wellcomm intervention Fine motor, Literacy and Numeracy Target interventions | Wellcomm intervention Fine motor, Literacy and Numeracy Target interventions | Wellcomm intervention Fine motor, Literacy and Numeracy Target interventions |