



## EYFS Long Term Plan – Gwenver Class (Reception)

This long term plan has been created to ensure that children have opportunities to develop all the skills necessary across the year to ensure a smooth transition into Year 1. However, learning in EYFS is not linear, and children will have opportunities to explore, develop and apply the skills across all areas of learning throughout the year – through both planned (teacher led) and spontaneous (child led) experiences.

We follow an approach which offers ample opportunities for child-led learning styles, and also promotes the ‘I wonder’ questions that stem from children’s interests. Group discussion, individual dialogues and appropriate resources within Continuous Provision provide children with a scaffolding in which they may search for answers to their questions and explore ideas safely. Careful observations deepen staff awareness of children’s current knowledge and understanding which leads to relevant and tailored enhancements that excite and challenge, and enable children to move forwards on their learning journey. Adults aim to widen a child’s world primarily through vocabulary rich interactions and conversations, careful and accurate modelling within meaningful contexts and an abundance of opportunities in which to practise and embed skills learnt.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I wonder....	What happens in School? Who am I, who are you?	Who’s my hero? What is celebrated	Why it’s cold? Who lives where?	Where food comes from.	What is special about where I live?	What is the best way to travel? What’s next? (Moving on)
Possible lines of enquiry	All about Me Starting School New beginnings Autumn Family	People who help us Harvest - pumpkins Celebrations – Christmas around the World Divali, Bonfire Night	Winter Arctic Environments Day and Night animals Chinese New Year Jungle animals Animal patterns	Springtime Plants and Flowers & Easter Lifecycles – butterflies, beans, sunflowers	Picnics, The seaside – rockpools Maps The British Isles – Penzance and Cornwall The giant of St Michaels Mount St Piran	Summer Snail and the Whale Vehicles and different ways of travelling Travel to Space First aeroplane – how travel has changed
Real Life Experiences	Starting school with new routines and expectations	Visits from the Emergency Services Trip to Fire station Visit from a ‘super-hero’	Visit to Newquay Zoo Creating homes and feeders	Cooking Growing our own herbs and vegetables Visit to Trevaskis Farm Garden Centre	Walks around the town to map our local area Visit to the beach Visit to the Penlee Park/Morrab Gardens Visit to Penzance Library	Train Journey to St Ives Traffic Journey
Environment and Community	Open afternoon to share what we have been learning with parents and carers Visit to, or from, older generations to find out about their time at school	As above Christmas Nativity Advent	Open afternoon to share what we have been learning with parents and carers Big School Bird Watch Caring for, and creating, local animal habitats	Sunflower growing competition between families  Easter trail with parents	Open afternoon to share what we have been learning with parents and carers  Picnic with Parents Explore different environments Beach/park/town/field	30 days wild
Whole School Events	Black History Month	Anti-Bullying Week NSPCC PANTS Children in Need Remembrance Day Poetry Day	Drug and Alcohol Education Safer Internet Day Children’s mental health week	Easter World Book Day St Piran’s Day		RSE Week Healthy Week Transition to Y1



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<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <p style="text-align: center;">Self-Regulation Managing Self Building Relationships</p>	<p><u>Self-regulation</u> Children will: - develop an understanding of their own feelings -develop an understanding of the expectations of the setting and the reasons for them.</p> <p><u>Managing Self</u> Children will: - see themselves as a valuable individual -begin to manage their own needs – personal hygiene</p> <p><u>Building Relationships</u> Children will: - build constructive and respectful relationships with adults and peers.</p>	<p><u>Self-regulation</u> Children will: -identify and moderate their own feelings</p> <p><u>Managing Self</u> Children will: -show resilience in a challenge</p> <p><u>Building Relationships</u> Children will: - build constructive and respectful relationships with adults and peers.</p>	<p><u>Self-regulation</u> Children will: - express and moderate their own feelings</p> <p><u>Managing Self</u> Children will: -show perseverance in a challenge</p> <p><u>Building Relationships</u> Children will: -think about the perspective of others</p>	<p><u>Self-regulation</u> Children will: - give focused attention, responding appropriately even when engaged</p> <p><u>Managing Self</u> Children will: - be confident to try new activities</p> <p><u>Building Relationships</u> Children will: - show sensitivity to their own and other's needs</p>	<p><u>Self-regulation</u> Children will: - show an understanding of their own feelings and others and begin to regulate accordingly -follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u> Children will: - be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p><u>Building Relationships</u> Children will: - work and play cooperatively and take turns</p>	<p><u>Transition to Y1</u> <u>Self-regulation</u> Children will: - develop independence, set and work towards simple goals, wait for what they want and control their impulses when appropriate.</p> <p><u>Managing Self</u> Children will: - manage their own basic hygiene and personal needs – dressing, toileting and healthy food choices -be confident to try new activities and show resilience and perseverance in the face of challenge.</p> <p><u>Building Relationships</u> Children will: - forming positive attachments- transition focus</p>
<p style="text-align: center;"><u>Where are the children going?</u></p>	<p><u>ELG's</u> <u>Building Relationships</u> 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><u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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> <p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 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</p>			<p><u>Foundation skills to KS1</u> Children will: -continue to learn about individuality and expressing themselves. -learn about the wider world and how their actions will affect others and what the consequences for their actions will be – whether that be a reward or a sanction. -continue to build friendships, build positive relationships and learn about their community and those from other communities, being active citizens. -continue to learn about SRE and how to keep their bodies safe, as well as healthy eating. PSED play a part in all lifelong skills. Children in KS1 follow Lifewise PSHE programme.</p>		



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	when engaged in activity, and show an ability to follow instructions involving several ideas or actions					
Communication and Language	<u>Listening, Attention and Understanding</u> Children will: -listen carefully and understand why listening is important -learn new vocabulary -learn rhymes, poems and songs	<u>Listening, Attention and Understanding</u> Children will: -listen carefully to rhymes and songs, paying attention to how they sound. - use new vocabulary through the day	<u>Listening, Attention and Understanding</u> Children will: -engage in non-fiction -ask questions to find out more and to check understanding	<u>Listening, Attention and Understanding</u> Children will: -listen to and talk about selected non-fiction to develop a deep understanding with new vocab.	<u>Listening, Attention and Understanding</u> Children will: - listen attentively and respond with questions, comments and actions	<u>Listening, Attention and Understanding</u> Children will: - make comments about what they have heard and ask questions to clarify understanding
	<u>Speaking</u> Children will: -develop social phrases -engage in stories, rhymes and songs -listen to and talk through stories to build familiarity	<u>Speaking</u> Children will: -articulate ideas and thoughts in well-formed sentences -connect one idea or action to another using a range of connectives -describe events in some detail	<u>Speaking</u> Children will: -retell stories some as exact repetition and some own words -use new vocab in different contexts	<u>Speaking</u> Children will: -describe events in some detail -use talk to work out problems and explain how things work	<u>Speaking</u> Children will: - express ideas and feelings about experiences using full sentences, including use of past, present and future tense -hold conversations when engaged with adults and peers.	<u>Speaking</u> Children will: -offer explanations for why things might happen, making use of recent vocab from stories -participate in small group class and 1:1 discussions offering own ideas.
Rhymes	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan	See Charanga/Music at bottom of plan
Where are the children going?	<u>ELG's</u> <u>Speaking</u> 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. <u>Listening, Attention and Understanding</u> 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			<u>Foundation skills to KS1</u> Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children will: -develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. - understand and use the conventions for discussion and debate. -to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. -adopt, create and sustain a range of roles, responding appropriately to others in role.		
Physical Development	<u>Gross Motor Skills</u> Children will: - revise and refine the fundamental movements	<u>Gross Motor Skills</u> Children will: - progress towards a more fluent style of moving with	<u>Gross Motor Skills</u> Children will: - develop overall body strength, balance co-	<u>Gross Motor Skills</u> Children will: -combine different movements with ease and	<u>Gross Motor Skills</u> Children will: -move energetically -use a range of large and	<u>Gross Motor Skills</u> Children will: -negotiate space and obstacles safely



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<p>Gross Motor Skills Fine Motor Skills</p>	<p>skills already acquired</p> <p><u>Fine Motor Skills</u> Children will: -develop the skills needed to manage the school day (lining up etc) -use a range of tools</p>	<p>control and grace</p> <p><u>Fine Motor Skills</u> Children will: -use a range of tools competently, safely and confidently</p>	<p>ordination</p> <p><u>Fine Motor Skills</u> Children will: -use a range of tools accurately -further develop the skills to manage a school day.</p>	<p>fluency - develop and refine a range of ball skills</p> <p><u>Fine Motor Skills</u> Children will: -develop foundations of a handwriting style</p>	<p>small apparatus indoors and out -use core body strength to achieve good posture - develop confidence, competence, precision and accuracy in activities that involve a ball</p> <p><u>Fine Motor Skills</u> Children will: -begin to show accuracy and care when drawing</p>	<p>-demonstrate strength, balance and co-ordination</p> <p><u>Fine Motor Skills</u> Children will: -hold a pencil effectively for fluent writing -use a range of small tools</p>
<p style="text-align: center;"><u>PE</u></p>	<p>REAL PE - personal</p>	<p>REAL PE - social</p>	<p>REAL PE - Cognitive</p>	<p>REAL PE - creative</p>	<p>REAL PE - Physical</p>	<p>REAL PE – Health &amp; Fitness Balacability</p>
<p style="text-align: center;"><u>Where are the children going?</u></p>	<p><u>ELGs</u> <u>Gross Motor Skills</u> 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><u>Fine Motor Skills</u> 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><u>Foundation skills to KS1</u> Children will: -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. -participate in team games, developing simple tactics for attacking and defending. -perform dances using simple movement patterns.</p>		
<p style="text-align: center;"><u>Literacy</u></p> <p>Comprehension Word reading Writing</p>	<p><u>Comprehension</u> Children will: -show an understanding of what has been read to them</p> <p><u>Word Reading</u> Children will: - read individual letters by saying the sounds -oral blend sounds to make a word</p> <p><u>Writing</u> Children will: -write recognisable letters</p>	<p><u>Comprehension</u> Children will: -anticipate key events in stories</p> <p><u>Word Reading</u> Children will: -blend sounds into words</p> <p><u>Writing</u> Children will: -form lowercase letters correctly -identify sounds and write the single sounds.</p>	<p><u>Comprehension</u> Children will: -demonstrate an understanding by retelling using own words and recent vocab</p> <p><u>Word Reading</u> Children will: -read some letter groups that represent one sound</p> <p><u>Writing</u> Children will: -spell words by identifying the sounds, then write the</p>	<p><u>Comprehension</u> Children will: -</p> <p><u>Word Reading</u> Children will: - read a few common exception words</p> <p><u>Writing</u> Children will: -form lower case and capital letters correctly -spell words by identifying sounds and representing sounds with a letter or</p>	<p><u>Comprehension</u> Children will: -understand what has been read to them by retelling stories and narratives in own words</p> <p><u>Word Reading</u> Children will: - read simple phrases and sentences</p> <p><u>Writing</u> Children will: - re-read what they have written to check it makes</p>	<p><u>Comprehension</u> Children will: -use and understand recently introduced vocab during discussions about books etc</p> <p><u>Word Reading</u> Children will: -say a sound for each sound in the alphabet and at least 10 digraphs -read words consistently by sound blending -read aloud simple sentences and books consistent with their phonic knowledge</p>



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			sounds heard	letters -begin to write simple phrases/captions.	sense -write short sentences with words using sound/letter correspondence using full stop capital letter	<u>Writing</u> Children will: -write simple phrases and sentences that can be read by others -write recognisable letters, most of which are correctly formed
<u>Read Write Inc</u>	Oral blending and segmentation Whole class speed sound lesson Read single set 1 sounds	. Oral blending and segmentation Assessed groups Read all set 1 sounds	Assessed groups Blend sounds to read words Read short dittys	Assessed groups Blend sounds to read words Read red books	Assessed groups Know some digraphs in set 2 Read green books	Assessed groups Know all Set 2 sounds Read green or purple books
<u>Drawing Club</u> (beginning Spring 2)				Jack and the Beanstalk The Poddington Peas The Giant Jam Sandwich Bill and Ben I am not the Easter Bunny Farmer Duck		
Story Spine texts and possible texts	Starting School Ten little fingers and 10 little toes I Am Too Absolutely Small For School (Charlie And Lola) Super Duper You It's ok to be different The Napping House Ravi's Roar Jabari Jumps	Christmas Nativity Rama And Sita Topsy And Tim- Meet The Firefighters Meet The Police Go To The Hospital Pumpkin Soup Binnys Diwali The Colour Monster Room on a Broom	Walking Through The Jungle The Snail and the Whale Little People big minds – Charles Darwin Giraffes can't Dance Billy and the Beast Susan Laughs	Oliver's Vegetables Pumpkin Soup We're going on an egg hunt Ten Seeds Goodbye Winter, Hello Spring Where does my food come from? Handa's Surprise The Hungry Caterpillar	We're going on a Bear Hunt On the Way Home Mr Gumpys Outing Mrs Armitageon Wheels Chapatti Moon	Mr Gumpy's Motor Car Up down and around Things that Go Don't let the pigeon drive the bus Mr Gumpys Outing Mrs Armitage on Wheels Little people, Big Dreams – Amelia Earheart Little People, Big Dreams – Neil Armstrong If I were the World Proudest Blue
Traditional Story	The Three Little Pigs	The Gingerbread Man	The Three Billy Goats Gruff	The Enormous Turnip	Town Mouse and The Country Mouse	The Princess and the Pea
Talk Through Stories	My Monster and Me My Must-have Mum	Zog Supertato	One Snowy Night Lost and Found	Farmer Duck The Extraordinary Gardener	On the Way Home Missing Richmond	The Magic Train Ride A Little Bit Brave
Poetry to perform	Bedtime March (Moirra Andrew)	Cake-o-saurus (Celia Warren)	Where Am I? (Mike Barfield)	The Tiger (Peter Niblett)	Oh, Oh, The Story Man (Jan Dean)	Zanzibar (Jeannie Willis)
<u>Where are the children going?</u>	<u>ELGs</u> <u>Comprehension</u>			<u>Foundation skills to KS1</u>		



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<p>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, non-fiction, rhymes and poems and during role-play.</p> <p><b>Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing</b> 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>	<p>Apply phonic knowledge, words combine to make sentences, sequencing sentences, listen and respond, ask questions, build vocabulary, describe, maintain attention, and participate, explore ideas, speak audibly, participate in role play etc, gain attention of listener, consider viewpoints, use appropriate registers.</p> <p>Capital letters, full stops, spaces.</p> <p>Blend sounds, read common words, re-read books, develop pleasure in reading, understand books and stories, explain understanding, participate in discussion, discuss word meanings, make inferences, predict. discuss non-fiction.</p> <p>Begin to form letters, hold pencil comfortably and correctly, say out loud what they want to write about, re reading, discuss what they have written.</p> <p>From digits 1 -9</p>
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	<u>Baseline</u> <b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -count objects, actions and sounds -subitise	<b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise -link the numeral with cardinal -explore composition of numbers up to 10	<b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise -link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5	<b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise -link the numeral with cardinal -explore composition of numbers up to 10 -recall some number bonds to 5	<b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise -link the numeral with cardinal -explore composition of numbers up to 10 -recall number bonds to 5	<b>See separate EYFS maths plan</b> <u>Numbers</u> Children will: -subitise -have a deep understanding of numbers to 10 -automatically recall number bonds to 5 and some to 10 -know some doubles
<u>Maths</u>	<u>Numerical Patterns</u> Children will: - compare length, weight and capacity	<u>Numerical Patterns</u> Children will: -select rotate and manipulate shapes	<u>Numerical Patterns</u> Children will: -continue, copy and create repeating patterns	<u>Numerical Patterns</u> Children will: -compare length, weight and capacity -	<u>Numerical Patterns</u> Children will: -compose and decompose shapes so that children recognize a shape within a shape - continue, copy and create repeating patterns	<u>Numerical Patterns</u> Children will: -verbally count beyond 20 Compare quantities up to 10 -understand greater, less, same -explore and represent patterns up to 10 -understand evens, odd, doubles
<u>Where are the children going?</u>	<u>ELGs</u> <b>Number</b> Have a deep understanding of number to 10, including the composition of each			<b>Foundation skills to KS1-</b> Number and place value (within 20): Addition and subtraction (within 20) (addition and subtraction)		



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	<p>number; 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> <p><b><u>Numerical Patterns</u></b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is 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>Number and place value (within 100):  Fractions – half, quarter of shape and quantity  Multiplication and Division- count in 2s, 5s and 10s, one step problems  Comparing and Estimating- practical problems for length/height  Number bonds to 20  Shape – name 2d and 3d  Positional language – position, direction, movement, half, quarter turns  Money-value and different denominations  Time – o'clock and half past, days of week, months and years</p>					
<p><u>Understanding the World</u></p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p><u>Past and Present</u> Children will: -comment on familiar images in the past</p> <p><u>People, Cultures and Communities</u> Children will: -talk about members of their immediate family -name and describe familiar people</p> <p><u>The Natural World</u> Children will: -understand the effects of the changing seasons around them (Autumn)- explore natural world around them</p>	<p><u>Past and Present</u> Children will: -compare and contrast characters from stories including figures from the past</p> <p><u>People, Cultures and Communities</u> Children will: -talk about members of the community -recognise people have different beliefs and celebrate special times in different ways</p> <p><u>The Natural World</u> Children will: -describe what see, feel and hear when outside</p>	<p><u>Past and Present</u> Children will: -</p> <p><u>People, Cultures and Communities</u> Children will: -recognise some similarities and differences between life in this county and others</p> <p><u>The Natural World</u> Children will: -understand the effects of the changing seasons around them (Winter) -recognise that some environments are different to where they live -explore drawing pictures of animals</p>	<p><u>Past and Present</u> Children will -comment on images from familiar situations in the past</p> <p><u>People, Cultures and Communities</u> Children will: -recognise some people have different beliefs and celebrate special times</p> <p><u>The Natural World</u> Children will: -understand the effects of the changing seasons around them (Spring) -explore nature world around them -describe what see, hear, feel whilst outside -make observations and drawing pictures of plants</p>	<p><u>Past and Present</u> Children will: -talk about lives of people around the, and roles in society -</p> <p><u>People, Cultures and Communities</u> Children will: -understand that some places are special to members of their community -describe their immediate environment</p> <p><u>The Natural World</u> Children will: - recognise that some environments are different to where they live -draw information from a map</p>	<p><u>Past and Present</u> Children will: -understand past through settings, characters and books</p> <p><u>People, Cultures and Communities</u> Children will: -know some differences and similarities between life in this country and other countries</p> <p><u>The Natural World</u> Children will: -understand the effects of the changing seasons around them (Summer) -understand some processes of changing states of matter -know some similarities and differences between nature worlds and contrasting environments</p>



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Religious Education (Cornwall Agreed Syllabus)	<u>F.1 Why is the word 'God' special to Christians?</u> Main focus: growing/caring	<u>F.2 Why is Christmas special for Christians?</u> Main focus: gifts and giving	<u>F.4 Being special: where do we belong?</u> Main focus: Christian and other religions	<u>F.3 Why is Easter special for Christians?</u> Main focus: Easter	<u>F.5 Which places are special and why?</u> Main focus: Christianity and Judaism	<u>F.6 Which stories are special and why?</u> Main focus: Christianity, Judaism and Islam
	Retell stories, talking about what they say about the world, God, human beings.	Recall simply what happens at a traditional Christian festival (Christmas) Say what makes their family and friends special to them	Retell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication	Talk about some ways Christians remember these stories at Easter. Talk about ideas of new life in nature	Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Get to know and use appropriate	Identify a sacred text e.g., Bible, Torah Identify some of their own feelings in the stories they hear.

<u>Where are the children going?</u>	<u>ELGs</u> <u>Past and Present</u> 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	<u>Foundation skills to KS1-</u> <u>Science</u> <b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <b>Plants:</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <b>Animals including humans:</b> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals, identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <b>Everyday materials:</b> distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, <b>Seasonal Changes:</b> observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies. <u>Geography</u> <b>Location Knowledge:</b> -7 continents -5 oceans, -4 countries and capital cities of the United Kingdom and its surrounding seas. <b>Place Knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, <b>Human and Physical Geography,</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Geographical Skills and Fieldwork:</b> use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans. Use simple compass directions and locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <u>History</u> <b>Changes within living memory –</b> -aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, -compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria,
	<u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. <u>The Natural World</u> 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.	





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		Significant historical events, people and places in their own locality.				
<p><u>Expressive Arts and Design</u></p> <p>Creating with materials Being Imaginative and Expressive</p>	<p><u>Creating with Materials</u> Children will: -explore variety of artistic effects</p> <p><u>Being Imaginative and Expressive</u> Children will: -listen and move and talk about music, expressing feelings</p>	<p><u>Creating with Materials</u> Children will: -return and build on previous learning, refining ideas and representations</p> <p><u>Being Imaginative and Expressive</u> Children will: -talk about dance and performance art</p>	<p><u>Creating with Materials</u> Children will: -create collaboratively sharing ideas, resources and skills</p> <p><u>Being Imaginative and Expressive</u> Children will: -sing in a group or on their own matching pitch and following melody</p>	<p><u>Creating with Materials</u> Children will: -make use of props and materials when playing</p> <p><u>Being Imaginative and Expressive</u> Children will: -develop storylines in their play</p>	<p><u>Creating with Materials</u> Children will: -safely use and explore a variety of materials, tools and techniques</p> <p><u>Being Imaginative and Expressive</u> Children will: -explore and engage in music making and dance</p>	<p><u>Creating with Materials</u> Children will: -share creations explaining processes</p> <p><u>Being Imaginative and Expressive</u> Children will: -perform a range of songs, rhymes, dance -invent adapt and recount narratives and stories</p>
<p><u>Where are the children going?</u></p>	<p><u>ELGs</u> <u>Creating with Materials</u> 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 <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>		<p><u>Foundation skills to KS1-</u> <u>Art and Design –</u> Children will: -use a range of materials creatively to design and make products -use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space –learn about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work <u>Design and Technology –</u> Children will: -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable -Explore and use mechanisms in their products <u>Music</u> Children will: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically -Listen with concentration and understanding to a range of high-quality live and recorded music -Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>			



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Charanga Music/Songs	<p><b>Me!</b> (Learn to sing nursery rhymes and action songs)</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p>I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not too Difficult The ABC Song</p> <p>Christmas Production Songs</p> <p>Days of The Week</p>	<p><b>Everyone!</b> (Learn to sing nursery rhymes and action songs)</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees, and Toes</p> <p>Down in the Jungle Wiggly Woo</p>	<p><b>Our World!</b> (Learn to sing nursery rhymes and action songs)</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat the Wheels on The Bus The Hokey Cokey</p> <p>Go Bananas, Peel Bananas 5 Current Buns</p>	<p><b>Big Bear Funk</b> Revisit selection of nursery rhymes and songs</p> <p>Sea songs and local Cornish music</p> <p>Grand Old Duke of York A Sailor Went to Sea Going up Camborne Hill</p>	<p><b>Big Bear Funk</b> Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>London Bridge is Falling Down I ca sing a rainbow</p>
<u>Computing</u>	Online Safety	Barefoot computing – Winter Warmers	Online Safety	Barefoot Computing - Springtime	Online Safety	Barefoot Computing – Summer Fun
Links to Geography/History and Science	<p>My family tree Past – children as babies Autumn</p>	<p>Visits from different occupations Explore the Hindu festival Diwali. Learn about the meaning of Christmas</p>	<p>Animals from around the world – different countries, maps Lifecycle Learn about Chinese culture Charles Darwin – explorer from the past Easter Spring</p>	<p>Growing plants/food Healthy choices Learn about the meaning of Easter</p>	<p>Map of local area, Cornwall, British Isles Explore Christian celebrations, including weddings and baptisms St Piran</p>	<p>How things work Vehicles in the past – explorers – Neil Armstrong Amelia Earheart Summer</p>