

### EYES Long Term Plan 2022/23

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 7 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 5.5 weeks
Themes	<i>Me</i>	<i>Animals</i>	<i>Diversity</i>	<i>Fantasy</i>	<i>Everyday Life</i>	<i>Going Green</i>
	About ourselves My family Different types of families (Diversity Book Spine) Our School Houses and Homes	Pets (link to Aut 1) Dinosaurs Safari The Farm  Additional: Under the sea, The Rainforest, The Zoo	BAME Cultural Diversity Neurodiversity Physical Disabilities Vision and Hearing Loss  (Diversity Book Spine)	Superheroes Pirates Princesses Castles and Dragons Real Life Heroes (Diversity Book Spine)	People who help us Medical conditions (Diversity Book Spine) Transport and travel Eco-recycling/The Environment  Toys Shopping	In the garden Plants Minibeasts Lifecycles
Books	The Colour Monster TFW: On the Way Home Trad Tale: Three Little Pigs	Mary Anning TFW: Handa's Surprise Trad Tale: The Little Red Hen	All are Welcome TFW: Elmer Chicken Licken The Enormous Turnip	Supertato TFW: Whatever next Trad tale: Rapunzel	Burglar Bill Dinosaurs and All that Rubbish TFW: Tidy – Emily Gravett Traditional Tale: The elves and the shoe maker	The Extra Ordinary Gardener TFW:The Hungry Caterpillar Traditional tale: The Enormous Turnip
General	Church visit Harvest festival Poetry Slam	Diwali Farm Trip Church Service – Christmas Nativity Poetry Slam	MHWP Week Poetry slam	Mother's Day morning Sponsored Read British Science Week Church visit - Easter Poetry Slam	Local area visits into Anstey Poetry Slam	Sports Day Dad's afternoon Seaside trip Transition Poetry Slam
CoEL Focus	Go for it gorilla (P&E) Concentrating crocodile (AL) Creative chameleon (C&TC) Exploring elephant (P&E)	Proud peacock (AL) Choosing chimp (C&TC) I know rhino (P&E) Persevering parrot (AL)	Slinky-linky snake (C&TC)  Fruits of the spirit: Love Joy	Fruits of the spirit: Peace Patience	Fruits of the spirit: Kindness Goodness	Fruits of the spirit: Faithfulness Gentleness Self-control
RE	Why is Christmas special for Christians?		Why is Easter Special To Christians?		What times and stories are special and why?	
PSSED/PSHE	Family and Relationships (1-5)	Family and Relationships (6-7) Safety and the Changing Body (14)	Safety and the Changing Body (5-7) Health and Wellbeing (1-2)	Health and Wellbeing (3-8)	Citizenship (1-6)	Economic Wellbeing (1-5) Transition
Selfregulation	The children will have emotional literacy circle times where they will explore different feelings through stories and images. Throughout the year, they will be encouraged to relate these stories to their own experiences and consider the strategies used by characters to support their emotions. A calm corner will be available for children to regulate their emotions and calm resources will be provided after the children have explored them during circle time. The children will explore a wide range of emotions but will look in depth at the core six emotions: happy, excited, sad, worried, calm and angry. We will explore the fruits of the spirit and the characteristics of effective learning throughout the year and adults will be in provision to point out and praise when a child exhibits these positive behaviours at the start of the year. The children will also be involved in creating a set of class rules and we will explore the school behaviour policy and how to meet those behavioural expectations.					
Managing Self	Teaching to include: handwashing, oral hygiene, general hygiene, using tissues, hygiene when going to the toilet, sleep, exercise and healthy eating. The children will be encouraged to set and work towards simple goals. This will happen with adult support in the provision, setting independent tasks, enhanced provision challenges, teaching around the characteristics of effective learning and through following the children's interests. The children will also be introduced to the choose, finish, share approach to continuous provision to highlight the pride felt when completing a task. They will also be involved in creating a set of class rules and we will explore the school behaviour policy and how to meet those behavioural expectations. Books that include characters breaking the rules will be selected for story times and circle times to promote discussion about the importance of rules.					
Building relationships	The children will be supported in provision, during circle time, PSHE lessons and through the exploration of our behaviour policy to work and play cooperatively and take turns with others, show sensitivity to their own and to others' needs, to form positive attachments to adults and friendships with peers and to consider how they can show kindness and help to others.					
PD (Gross motor)	The children will complete the Big Moves programme everyday to develop and assess core strength. Once children have mastered group will be reduced to those who need intervention.					
	Outdoor PD trolley to include equipment that promotes: balancing, running, jumping, dancing, hopping, skipping, crawling, throwing and catching and hand-eye co-ordination. Resources in the provision such as large painting equipment, sweeping brushes, outdoor water equipment and sand equipment will also support the children in developing strength. Adults will support the children in understanding how to create obstacle courses and challenges that include the P.E skill focus for that half term. The children will take part in regular yoga sessions, dance sessions, daily big moves lessons and they will regularly spend time using equipment such as balance bikes, scooters, tummy scooters, space hoppers and trikes. The children will also spend time developing strength and balance on the playground equipment.					
PD (Fine motor)	Within each area of provision, resources have been carefully selected to support the children in developing their whole hand grasp strength and their pincer grip which will support them in achieving a tripod grip. Children will be encouraged to engage with play-doh, weaving, threading, sewing, cutting, painting, to use cutlery, manipulate small objects and practise movements which mimic those required for letter formation such as drawing garlands to help with the formation of one-armed robot letters.					

English (C&L)	Talk about familiar experiences and people Extend vocabulary Recite nursery rhymes Role play favourite stories	Follow instructions Answer questions Extend vocabulary Talk about celebrations Story language Understand how to listen carefully and why it is important	Introduce a storyline to play Extend vocabulary Share opinions on a text Hold back and forth conversation with peer and/or teacher Use props to retell a story	Retell events in sequence Talk about past and present Adapt and invent narratives Answer how and why questions Apply story language to their own retelling, adaptation or invention.	Retell an experience using appropriate chronology and tense Ask how and why questions to clarify their understanding Talk about and describe own trips/ experiences	Follow instructions with two or more parts Show an awareness of the listener
Phonics/ Reading skill focus	See Little Wandle Letters and Sounds Revised: Foundations for Phonics					
	Holds book correct way up and turns pages Read top to bottom and left to right Understand that print carries meaning Track text with finger Locate text features front cover, back cover, title	Follow patterns of a text Use of pictures to identify a word Use initial sound to support decoding Join in with rhymes, poems and repeated refrains	Consider vocabulary to describe characters Make predictions based upon the front cover Share and explain opinions on text	Retell Make predictions mid-text about what will happen next Sequence events of text	Retrieve information from who, what, where and when questions Use punctuation when reading Notice and attempt to correct a mistake	Retrieve information from how and why questions Begin to retell more succinctly Use expression to reflect punctuation
Foundation Stage Phonics	See Little Wandle Letters and Sounds Revised: Programme progression Reception overview					
	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 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.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	
English (Writing Focus)	Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s.		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 that it makes sense.			
Maths (Number and Numerical Patterns)	Following Mastering Number scheme.	Following Mastering Number scheme.	Following Mastering Number scheme.	Following Mastering Number scheme.	Following Mastering Number scheme.	Following Mastering Number scheme.
Maths (SSM)	In line with Power Maths scheme	In line with Power Maths scheme	In line with Power Maths scheme	In line with Power Maths scheme	In line with Power Maths scheme	In line with Power Maths scheme
Understanding of the World	Science (UtW The Natural World) Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Investigation area where the children will have constant access to science resources and weekly experiments to make predictions, measurements, observations and conclusions about. Geography (UtW People, culture and communities)  Daily calendar where we discuss the weather patterns and the season. The children will be exposed to books containing a variety of settings that support the children in developing the vocabulary of physical and human features of the world.  History (UtW Past and present) The children will be continually developing their understanding of the past through discussion and comparison of settings, characters and events encountered in books. They will identify similarities and differences between ways of life in different periods. They will regularly be practising time comparative language such as ‘yesterday’, ‘a long time ago’, ‘before’, ‘after’, ‘first’, ‘last’ ‘when’ and ‘now’					
3 and 4 Year Olds	Begin to make sense of their own life-story and family’s history.		Continue developing positive attitudes about the differences between people.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.	Show interest in different occupations.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things
Foundation Stage	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map.	Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries.	Recognise that people have different beliefs and celebrate special times in different ways. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	Talk about members of their immediate family and community. Explain some similarities and differences between life in this country and life in other countries. (Comparing jobs).	

	Describe their immediate environment using knowledge from observation and discussion. Recognise some environments that are different to the one in which they live.	Recognise some environments that are different to the one in which they live.			Talk about the lives of the people around them and their roles in society.	
<b>Expressive arts and design</b>	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know Develop storylines in their pretend play					
<b>3 and 4 year olds</b>	Explore colour and colourmixing. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.		Use drawing to represent ideas like movement or loud noises.		Play instruments with increasing control to express their feelings and ideas.	
<b>Foundation Stage</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses	Sing in a group or on their own, increasingly matching the pitch and following the melody.		Explore and engage in music making and dance, performing solo or in groups	
<b>EA&amp;D Suggested Activities</b>	Selfportraits Kandinsky - colour mixing and printing Weaving  <u>Cooking/ Baking:</u> Exploring taste sensations (sweet, salty, sour, bitter, unami Fruit salad Pizza Bread Vegetable sticks with cream cheese dip Orange juice	Diva lamps Salt painting (diwali) Splatter effects (fireworks picture) Charcoal (line drawings) Junk model rocket  <u>Cooking/ Baking:</u> Barfi Chocolate apples Shortbread Stained glass cookies Naan bread/ dahl	Vehicle (wheels and axles) Sewing - threading a needle and running stitch Explore different joins  <u>Cooking/Baking:</u> Vegetable stir fry Sesame broccoli Taste and discuss Chinese foods Guacamole Apple crumble	Quilling Moving pictures (levers and sliders) Collage - textiles  <u>Cooking/ Baking:</u> Welsh cakes Irish potato cakes Chocolate nests Scones Lemonade Porridge Jam tarts	Perspective Andy Goldsworth natural material autumn constructions  <u>Cooking/ Baking:</u> Taste and discuss honeycomb Hummus Sardine dip Tzatziki Chips	Watercolour ombre (sunset) Armature  <u>Cooking/ Baking:</u> Moroccan carrot salad Kenyan irio Striped ice lollies Ice cream in a bag
<b>Music (EAD)</b> Music Express	Ourselves: Exploring sounds Our Bodies: Beat	Our School: Exploring sounds Pattern: Beat	Weather: Exploring sounds Machines: Beat	Storytime: Exploring sounds Number: Beat	Seasons: Pitch Water: Pitch	Animals: Pitch Travel: Performance
<b>Computing</b> CP -uses for technology and programming.	iPads: Take and edit photos.	Bee-bots: Beebots (programming)	Laptops: Computer systems: Mouse skills (click, drag and drop).	iPads: Chatterpix and iMovie for storytelling (manipulating digital content)	Laptops: 2Graph bar charts (Create, organise and store digital content)	Laptops: 2Simple artwork (create digital content)