

## EYFS Long Term Planning 2021-22

Year Group:	Reception	Class:	Woodlands 2	Teacher:	Mrs Gibson / Miss Brown	
	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Learning journey theme	<b>This is me</b>	<b>This is My World</b> <i>(Our Community, Traditions, Celebrations)</i>	<b>Places and People around the World</b>	<b>The Natural World</b> <i>(Farming/New Beginnings)</i>	<b>A Life on our Planet</b> <i>(Plants, Animals, Wildlife, Growth and Change)</i>	
Overarching inquiry question	<i>I wonder who you are and where you come from?</i>	<i>I wonder what it is to belong?</i>	<i>I wonder what is out there?</i>	<i>I wonder what creation looks like and how life starts?</i>	<i>I wonder what we share our planet with and what happens as things grow and change?</i>	
Celebration	This is me book making /Presentations	Christmas Nativity	All about Love show (linked to mother's day)	Easter Bonnet Parade	Animal Carnival Show	Sports Day
<b>FUNDRAISING</b>	Halloween disco	Christmas party Christmas fayre	Valentine's disco	Easter Egg Hunt	Summer Fayre	
Seasonal experiences	<b>Seasonal changes</b> Windy days	<b>Seasonal changes</b> Dark nights	<b>Seasonal changes</b> Snowy days	<b>Seasonal changes</b> Rainy days	<b>Seasonal changes</b> Sunny days	<b>Seasonal changes</b> Rainbows
<b>Exceptional Experiences Successful lives:</b>	<b>British Values, Diversity &amp; Religious celebrations:</b> Roald Dahl Day, Grandparent Day, National Poetry Day, Recycle week, World Space Week, Halloween, World Kindness Day, Diwali, Remembrance Day, Bonfire Night <b>Community links:</b> <i>Visits/ Visitors:</i> <b>Parental engagement:</b> EYFS Curriculum Workshop & Transition meetings	<b>British Values, Diversity &amp; Religious celebrations:</b> St Andrew Day, Advent, Christingle, Christmas, National Robin Day <b>Community links:</b> <i>Visits/ Visitors:</i> Theatre Performance, Church, Old Peoples Home <b>Parental engagement:</b> Family Learning – Bringing books to life, Library, Phonics workshop	<b>British Values, Diversity &amp; Religious celebrations:</b> New Year's Day, Three Kings Day, Winnie the Pooh Day, International Lego Day, Charles Dickens Day, Safer Internet Day, Valentine's Day, Chinese New Year, Pancake Day <b>Community links:</b> <i>Visits/ Visitors:</i> Visitors from the community: A range of diverse people to share their world adventures and/or varying religious beliefs. <b>Parental engagement:</b> Reading Workshop	<b>British Values, Diversity &amp; Religious celebrations:</b> Mother's Day, St David's Day, World Wildlife Day, World Book Day, St Patricks Day, Red Nose Day, World Frog Day, World Piano Day, Easter, St George's Day, Penguin Day, International Jazz Day, Earth Day <b>Community links:</b> <i>Visits/ Visitors:</i> Meet a Creature, Author visit for WBD, <b>Parental engagement:</b> Maths Workshop	<b>British Values, Diversity &amp; Religious celebrations:</b> National Sun Awareness week, Father's Day, World Laughter Day, National biked to school day, International Nurses Day, Walk to school week, National Numeracy Week, World Bee Day, World Turtle Day, Africa Day, Elmer Day <b>Community links:</b> <i>Visits/ Visitors:</i> Learn to ride your bike people, Bee Keeper, African dancers, Butterfly House <b>Parental engagement:</b>	<b>British Values, Diversity &amp; Religious celebrations:</b> World Milk Day, Bike Week, World Oceans Day, World cupcake day, World Giraffe Day, Music Day, science day, National Writing Day, Global Tiger D <b>Community links:</b> <i>Visits/ Visitors:</i> Orchestra, Tesco Healthy Eating Team, Sandall Beat Wood <b>Parental engagement:</b>

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Books / extract / Nursery rhyme	<p><b>A Book a Week:</b> (See Medium Term Plan)</p> <p>(Author Display) <b>Julia Donaldson</b></p> <p><b>A Poem a Week:</b></p> <ol style="list-style-type: none"> <li>1.Chop Chop</li> <li>2.Pointy Hat</li> <li>3.Five Little Pumpkins</li> <li>4.Wise Old Owl</li> <li>5.Falling Apples</li> <li>6.A Basket of Apples</li> </ol> <p><b>A Nursery Rhyme a Week:</b></p> <ol style="list-style-type: none"> <li>1. Rock-A-Bye Baby</li> <li>2. 'Finger Family'</li> <li>3. When Goldilocks went to the House of the Bears</li> <li>4. I'm a Little Teapot</li> <li>5. Hot Cross Buns</li> <li>6. Wheels on the Bus</li> <li>7. Miss Polly had a dolly</li> <li>8. A Sailor went to Sea</li> <li>9. Old McDonald</li> <li>10. 1,2,3,4,5 once I Caught</li> <li>11. Autumn Song Book</li> </ol>	<p><b>A Book a Week:</b> (See Medium Term Plan)</p> <p>(Author Display) <b>Claire Freedman</b></p> <p><b>A Poem a Week:</b></p> <ol style="list-style-type: none"> <li>1.Leaves are Falling</li> <li>2.Breezy Weather</li> <li>3.Who Has Seen the Wind?</li> <li>4.Cup of Tea</li> <li>5.Mice</li> </ol> <p><b>A Nursery Rhyme a Week:</b></p> <ol style="list-style-type: none"> <li>1.Incy Wincy Spider</li> <li>2. Hickory, Dickory Dock</li> <li>3. Five Little Speckled Frogs</li> <li>4. Ring-a-Ring-a Roses</li> </ol> <ol style="list-style-type: none"> <li>1.Twinkle, Twinkle, Little Star</li> <li>3.Baa, Baa, Black Sheep</li> <li>4. Row, Row, Row your Boat</li> <li>6. Humpty, Dumpty</li> </ol>	<p><b>A Book a Week:</b> (See Medium Term Plan)</p> <p>(Author Display) <b>Sue Hendra</b></p> <p><b>A Poem a Week:</b></p> <ol style="list-style-type: none"> <li>1.Popcorn</li> <li>2.A Little House</li> <li>3.Pancakes</li> <li>4.Let's Put on Our Mittens</li> <li>5.I Can Build a Snowman</li> <li>6.Carrot Nose</li> </ol> <p><b>A Nursery Rhyme a Week:</b></p> <ol style="list-style-type: none"> <li>1.Miss Polly had a Dolly</li> <li>2.</li> <li>3.</li> <li>4. This Old Man</li> <li>5.</li> <li>6. Little Miss Muffet</li> </ol>	<p><b>A Book a Week:</b> (See Medium Term Plan)</p> <p>(Author Display) <b>Giles Andreae</b></p> <p><b>A Poem a Week:</b></p> <ol style="list-style-type: none"> <li>1.Spring Wind</li> <li>2.Furry Furry Squirrel</li> <li>3.Hungry Birdies</li> <li>4.A Little Seed</li> <li>5.Stepping Stones</li> <li>6.Mrs Bluebird</li> </ol> <p><b>A Nursery Rhyme a Week:</b></p> <ol style="list-style-type: none"> <li>1.Mary, Mary quite Contrary</li> <li>2. Polly put the Kettle on</li> <li>3. Mary had a Little Lamb</li> <li>4. 5 Little Ducks</li> <li>5. 10 in the Bed</li> <li>6. 5 Little Men in a Flying Saucer</li> </ol>	<p><b>A Book a Week:</b> (See Medium Term Plan)</p> <p>(Author Display) <b>Michael Rosen</b></p> <p><b>A Poem a Week:</b></p> <ol style="list-style-type: none"> <li>1.I Have a Little Frog</li> <li>2.Dance</li> <li>3.Pitter Patter</li> <li>4.Sliced Bread</li> <li>5.A Little Shell</li> <li>6.Five Little Peas</li> </ol> <p><b>A Nursery Rhyme a Week:</b></p> <ol style="list-style-type: none"> <li>1.Sing a Song a Sixpence</li> <li>2. Hey Diddle, Diddle</li> <li>3. Jack and Jill</li> <li>4 .The Big Ship Sails</li> <li>5. Pop! Goes the Weasel</li> <li>6. London Bridge</li> </ol>	<p><b>A Book a Week:</b> (See Medium Term Plan)</p> <p>(Author Display) <b>Nick Butterworth</b></p> <p><b>A Poem a Week:</b></p> <ol style="list-style-type: none"> <li>1.The Fox</li> <li>2.Monkey Babies</li> <li>3.Thunderstorm</li> <li>4.Five Little Owls</li> <li>5.If I Were So Very Small</li> <li>6.Under a Stone</li> </ol> <p><b>A Nursery Rhyme a Week:</b></p> <ol style="list-style-type: none"> <li>1.10 Green Bottles</li> <li>2. If You're Happy and you Know it</li> <li>3. 5 Currant Buns</li> <li>4. Here we go Round</li> <li>5. I am the Music Man</li> <li>6. Grand Old Duke of York</li> </ol>
NON-FICTION BOOKS	Going to School, The Colour Monster Goes to School, A Day in the Classroom, Topsy and Tim Start School, The Great Big Book of Families, My Tree Has	Coming to England i-SPY Autumn: Spy it! Score it! Maps of the United Kingdom The Big Book of the UK: Facts, folklore and fascinations	Who Lives Here? Polar Animals, Into the Arctic, Blue Planet II (BBC Earth), First Animal Encyclopaedia Polar Animals	My First Book of Woodland Animals, The Woodland Book, What Can You See In Spring?, Lifecycles: Egg to Chicken, Spring (Seasons	What do I Spy at the Zoo, Ng Wild Animal Atlas: Earth's Astonishing Animals and Where They Live?	Ocean Animals: Who's Who in the Deep Blue, Above and Below: Sea and Shore

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	Two Branches, It's OK to be Different, In Every House, on Every Street, Weather and the Seasons Kipper's Book of Weather	from around the United Kingdom	Machines on the Farm, Tractors and Farm Vehicles, A Year on Adam's Farm, national geographic readers: farm animals	Pop-up), First Facts Bugs Mad About Minibeasts!, Trees to Spot RHS, The Magic and Mystery of Trees, Trees: (Ladybird Eco Books)		
<b>READING FOR PLEASURE HOME CHALLENGE BOOKS</b>	Room on the Broom By Julia Donaldson, The Dinosaur that Pooped a Planet By Tom Fletcher, Stickman By Julia Donaldson, The Rainbow Fish By Marcus Pfister, The Tale of Peter Rabbit By Beatrix Potter, The Bog Baby By Jeanne Willis, Zog By Julia Donaldson, Slinky Malinki By Lynley Dodd, Owl Babies By Martin Waddell, Where the Wild Things Are By Maurice Sendak, Superpigs By Claire Evans, Aliens Love Underpants By Claire Freedman, Whatever Next By Jill Murphy, Farmer Duck By Martin Waddell, The Lion Who Wanted to Love By Giles Andreae, The Lion Inside By Rachel Bright, Oliver's Vegetables By Vivian French, The Owl who was Afraid of the Dark By Jill Tomlinson, Mr Wolf's Pancakes By Jan Fearnley, Paddington By Michael Bond, There's an Alien in your Book By Tom Fletcher, How to Catch a Star By Oliver Jeffers, The Fish who Could Wish By John Bush, Gorilla By Anthony Browne, Mr Big By Ed Vere, The Magic Paintbrush By Julia Donaldson, How Many Legs? By Kes Gray, Spiderella By Julia Donaldson, The Squirrels Who Squabbled By Rachel Bright, On The Way Home By Jill Murphy.					
<b>Direct Teaching</b>	RWI Phonics, 1:1 reading, maths, circle time, oracy, poetry basket, PE, helicopter stories, singing, story time Forest School,					
<b>SKILLS &amp; KNOWLEDGE SESSIONS</b>	Woodwork, sewing, baking, Birds, Trees, <i>(need to add to and make educational programme maps)</i>					
<b>Extended learning</b>	Football, ballet, mini-Beavers, link to old people's home,					
<b>Communication and Language</b> <ul style="list-style-type: none"> <li>• <i>Listening, attention, and understanding</i></li> <li>• <i>Speaking</i></li> </ul>	<p>Listens to the opinions of others when in a small group. Can follow longer, more complex instructions.</p> <p>Is able to re-tell simple stories Occasionally exploring language and vocabulary from books with adults.</p> <p>Understands simple who, what and where questions.</p> <p>Understands 'how and 'why' questions.</p> <p>Sometimes uses past, present and future tenses appropriately in speech.</p> <p>Ask questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events.</p>	<p>Maintains attention and concentration when listening to others.</p> <p>Is able to respond to stories, asking questions and making comments, showing interest in new vocabulary explored. Conversations reflect basic 'back and forth' interaction.</p> <p>Can respond to instructions with two or more parts.</p> <p>Is able to demonstrate understanding in their conversations with others by responding appropriately.</p> <p>In a range of situations, begins to offer their ideas and simple explanations.</p> <p>Expresses themselves using extended language drawing on new vocabulary. In sentences connectives are also beginning to be used such as 'because' 'or' and 'and'.</p>	<p>Listens attentively in a range of situations.</p> <p>Gives their attention to what others say and responds appropriately, in a 'back and forth' dialogue even whilst engaged in another activity. Draws on and uses new vocabulary accurately and in context.</p> <p>Follows a series of instructions involving several ideas and actions.</p> <p>Answers 'how' and 'why' questions about their experiences and in responses to stories or events.</p> <p>Expresses themselves effectively, using full sentences using past and present tenses. Demonstrates a developing use of connectives, drawing on modelled examples from teaching when talking about their experiences.</p>			

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			<p>In different play situations such as story telling and role play, children develop their own narratives and explanations. More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context.</p>
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• <i>Self-regulation</i></li> <li>• <i>Managing self</i></li> <li>• <i>Building relationships</i></li> </ul>	<p>Is able to take turns, accept the needs of others and is aware of the consequences of their actions. Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this.</p> <p>Selects and uses own resources, ask for help. Is dry and clean during the day and manages own basic hygiene. Becoming more aware of their own emotions and starting to develop strategies to manage these.</p> <p>Has a good relationship with peers and familiar adults. Is confident to interact with others.</p>	<p>Growing sense of intent in activity, working toward the simple goals in mind with growing persistence.</p> <p>Confident to talk about their own needs, wants, interests and opinions and when they do or don't need help. Is willing to try something new. Shows an awareness and understanding of the effect of what they eat on their body.</p> <p>Confidently initiates conversations with unfamiliar adults. Begins to be able to compromise in social situations and negotiate with peers, working as part of a group – understanding and following rules, adapting their behaviours to different situations.</p>	<p>Confident to speak in a familiar group, will talk about their ideas/simple goals. Will choose the resources they need for their chosen activities and demonstrate persistence towards achieving their intended goals. Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences.</p> <p>Knows the importance of good health, and a healthy diet. Talk about ways to keep healthy and safe. Is able to recognise a range of basic emotions for themselves and others and can identify appropriate reactions and responses.</p> <p>Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. Takes changes of routine in their stride.</p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• <i>Fine motor</i></li> <li>• <i>Gross motor</i></li> </ul>	<p>Moves with confidence in a range of ways, developing core strength, balance, co-ordination and able to negotiate space.</p> <p>Able to use one handed tools and equipment with control.</p>	<p>Is able to adjust speed, direction and position.</p> <p>Able to use precision to control and manipulate resources and small equipment such as puzzles, books, small world, construction, craft tools and cutlery.</p>	<p>Shows good control, co-ordination and agility in large and small movements, safely negotiating space.</p> <p>Is proficient in handling equipment and tools, (including cutlery) effectively. Begins to show some accuracy in mark making activities such as drawing and writing. Uses a secure hold to write comfortably and effectively.</p>

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<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• <i>Comprehension</i></li> <li>• <i>Reading</i></li> <li>• <i>Writing</i></li> </ul>	<p>Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words.</p> <p>Will request favourite rhymes, poems, fiction or non-fiction book based on own interest, enjoyment and pleasure. Plays with new vocabulary of particular interest when engaged in activities such as reading, role play and small world.</p> <p>Uses group of letters or letter like shapes when writing. Some familiar letters are beginning to be formed correctly.</p> <p>Ascribes meaning to the 'other' marks they make.</p>	<p>Links sounds to letters when segmenting and blending CVC words.</p> <p>Talks about what they have read showing some understanding, drawing on new vocabulary. Demonstrates emotional engagement with the content. Will re-tell stories and poems in their play using vocabulary acquired from their reading experiences.</p> <p>Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing.</p> <p>Independently chooses to write for different purposes, initially articulating their thoughts through the spoken word.</p>	<p>Uses phonic knowledge to decode regular words, reading them aloud accurately. Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words.</p> <p>Reads and understand simple sentences. Able to anticipate key events in stories. Will select a book to share or read for own pleasure and may show preference for theme, particular characters, or familiar authors.</p> <p>Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words.</p> <p>Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words.</p>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• <i>Number</i></li> <li>• <i>Numerical patterns</i></li> </ul>	<p>Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10. Counts small groups of manipulatives correctly, using 1:1 correspondence whilst playing a variety of number games.</p> <p>Able to recite numbers forwards and backwards from 5. Counts small groups of fixed objects with accurate 1:1 correspondence. Uses graphic representations to record number explorations in pictures and mark making.</p> <p>Identifies groups of objects that have more or less than and the same. In child-</p>	<p>Understand the relationship between a group of objects and the corresponding number. Counts reliably and creates groups of numbers up to at least 5 and is able to place numerals to at least 5 in order.</p> <p>Accurately counts fixed objects to 5 and recognises numerals to at least 5 out of sequence. Recognises up to 3 objects (without counting) in a range of orientations and different sizes. In self-initiated play begins to record numbers and mathematical thinking with own purpose.</p> <p>Using resources can create quantities which are greater than, less than, the same as a given number and may record these in</p>	<p>Counts reliably and creates groups of numbers to 10 using a range of objects and is able to place numerals to 10 in order. Uses a range of objects to create 5 in different ways and recognises up to 5 objects (without counting) in a range of orientations.</p> <p>Count up to 10 forwards and backwards including from any given number. Accurately counts fixed objects to 10 and recognises numerals to 10 out of sequence. Is able to re-call number bonds to 5 and knows some number pairs to 10, including double facts.</p>

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	<p>led play is able to make groups of objects of the same quantity and begins to find the totals by combining groups.</p> <p>Uses everyday language to recreate and describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time).</p>	<p>pictures or numerals. Can use resources and say one more or one less than a given number and to create equal groups.</p> <p>Creates patterns by lining, placing, building and arranging. Orders three or more measures (size, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen.</p>	<p>Verbally counts beyond 20. Uses resources to create parts of a whole, to partition pairs of numbers up to 10, to distribute quantities equally and represent double facts. Will demonstrate thinking through use of verbal number sentences / number stories and may choose to record these.</p> <p>In everyday context children are able to demonstrate through talk or when responding to questions an understanding of the number sequence, values, greater and less than, odd and even. Use of measures (size, weight and capacity) when comparing and combining quantities.</p>
<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• <i>Past and present</i></li> <li>• <i>People, culture and communities</i></li> <li>• <i>The natural world</i></li> </ul>	<p>Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.</p> <p>Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families.</p> <p>Looks closely at similarities, differences, patterns and change in own environment and that of others. Continue to widen their knowledge through books, rhymes and exploratory experiences.</p>	<p>Talks about similarities and differences between themselves and others and among families and communities. Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community.</p> <p>Are able to draw on knowledge of their immediate environment referencing points of interest through different ways. Explore some similarities and begin to recognise some differences in religious beliefs and cultural communities. Have a developing awareness of life and how it differs in other countries.</p> <p>Drawing on practical experiences, books and personal observations, knows that living things live, grow and die. Choose to</p>	<p>Talks about the lives of the immediate people around them and their roles in the wider community. Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes.</p> <p>Can describe their immediate environment, explaining some similarities and differences between life in this country and life in other countries. Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country.</p> <p>Can make observations including making drawings of animals and plants. Can</p>

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		<p>independently make observations of the natural world through comments/questioning, drawings and taking photographs.</p>	<p>explain why some things naturally occur and talk about changes in the world around them. Can discuss, drawing on knowledge from a variety of experiences, the similarities and differences observed between natural environments, e.g. community green spaces, parks.</p>
<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• <i>Creating with materials</i></li> <li>• <i>Being imaginative and expressive</i></li> </ul>	<p>Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. Introduces a simple storyline into their play.</p> <p>Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/dances and rhymes.</p>	<p>Selects appropriate resources to express themselves imaginatively e.g. through role play, simple narratives and natural exploration of materials. Revisits and adapts work where necessary to create and change a picture or model.</p> <p>Selects appropriate resources to start to invent, create, adapt and recount their individual expressions and creativity.</p>	<p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Uses what they have learned to create with a purpose, explaining the process. These creations may be used to support role play and storytelling.</p> <p>Sings songs, makes music, dances and tells stories, experimenting with ways of changing them. They can express their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. Talks about ideas and processes which have led them to make music, dance, designs, images or products.</p>