

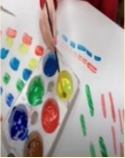
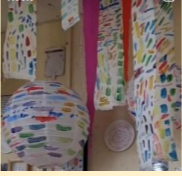




GREENLEAS SCHOOL
EYFS – Pre-Reception - LONG TERM PLAN

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits/Visitors WOW Days		Settling in visits	Open classroom Diwali Christmas Performance		Open Classroom Easter	Wycombe Pastures – petting zoo	Open Classroom Sports Day
Possible links to festivals and traditions			Diwali Remembrance Day Bonfire Night Children in Need Christmas		Mother's Day		Father's Day
Communication and Language	Listening, attention and understanding	-To begin to understand the class listening rules. -To begin to listen in small groups. -To begin to focus for short periods of time. -To begin to listen to stories.	-To explore a range of stories, songs and poems. -To listen to others in a small group. -To begin to understand simple instructions.	-To enjoy a range of stories, songs and poems. - To listen to, and follow simple instructions. -To respond to and use language of position and direction	-To enjoy listening to longer stories and can remember much of what happens. -To listen to, and follow simple instructions and respond to questions appropriately.	- To be able to answer questions and share opinions using the relevant vocabulary. -To use spatial vocabulary to include next to, in middle of	-To understand the class listening rules. -To listen and concentrate in small group activities. -To respond to a two-part sequence instruction.
	Speaking	-To begin to use language to communicate in the setting. -To begin to communicate their wants and needs.	-To sing a growing repertoire of songs. -To become more confident when communicating with familiar adults and peers. -To begin to join in with repeated refrains. -To use talk to organise themselves in their play. -To speak clearly to communicate their needs.	-To start a conversation with an adult or friend and continue it for many turns. -To use a wider range of vocabulary linked to our learning. -To ask appropriate questions. -To re-tell simple stories as a class group, building key story telling language-e.g. once upon a time, next, finally...	-To use language to recall past experiences. -To begin to use the correct word tenses when speaking about past and present -To begin to use longer sentences and develop their pronunciation.	-To begin to use the correct word tenses when speaking about the past or present. -To know many rhymes and be able to talk about familiar books and be able to tell a long story.	-To be able to express a point of view and debate when they disagree with an adult or a friend using words as well as actions. -To sing a large repertoire of songs. -To re-tell simple stories as a class group, building key storytelling language-e.g. once upon a time, next, finally...
	Phonics	Aspect 1- General Sound Discrimination/Environmental Sounds To actively listen to sounds in the environment. -To begin to understand that we use our ears to listen.	Aspect 2- General Sound Discrimination- Instrumental Sounds - To know what makes us a good listener. -To be able to distinguish different sounds. Aspect 3- General Sound Discrimination- Body Percussion. -To know how to make different sounds. -To be able to represent something using sound.	Aspect 4- Rhythm and Rhyme -To begin to show awareness of rhythm and rhyme. -To clap along to rhythms. -To identify rhyming pairs. Aspect 5- Alliteration -To begin to explore alliteration. -To be able to hear initial sounds.	Aspect 6- Voice Sounds -To explore how the mouth moves when making different sounds. -To explore volume and tempo. Aspect 7- Blending and Segmenting -To be able to hear sounds in words.	Bug Club -Unit A- A wet walk -Unit B- All sorts of art -Unit C- Nature Shapes -Unit D- The Missing Button -Unit E- From Seed to Sandwich -Unit F- A day at the beach	Consolidation of all aspects Interventions to work on gaps
PSED	-To become confident when separating from main carer. -To begin to build relationships with staff in setting. -To begin to establish routines, boundaries and expectations of the setting, sometimes with support. -To begin to share and take turns with adult support and guidance. -To begin to explore feelings and identity.	-To become more confident accessing activities and resources with growing independence. -To show increasing confidence in following the classroom routines, boundaries and expectations. -To develop and sense of responsibility and membership of a community. -To understand why rules and values are important. -To begin to show a sense of independence.	-To understand how others might be feeling -To be increasingly independent in meeting their own care needs. - To show positive behaviours in line with our Greenleas Promise. - To settle back into the classroom routine.	-To talk about feelings using words such as 'happy', 'sad', 'angry' or 'worried'. -To begin to talk with others to resolve conflicts. -To know how to take part in group activities as part of a team or that they make up individually.	-To make healthy choices about food and drink. -To remember rules without needing adult support. -To show empathy towards their peers. - To know how to make independent choices. - To start to try new challenges.	-To be able to recognise the impact of their choices and actions on others and know that some actions and words can hurt others' feelings - To know how to work cooperatively with others and take turns. - To know how to persevere when trying challenges. - To know how to make independent choices. - To know how to show an understanding of my feelings and can regulate my behaviour.	
PSHE	-To be able to separate confidently from my main carer and settle into activities with support from the adults in the environment. -To be able to follow routines, boundaries and expectations in the setting with support and guidance - To be able to say or do actions to show I know the rules of Pre-Reception. - To know why rules are important - To begin to share and take turns with adult support -To make choices about my favourite activities. -To develop a sense of independence.		- To know how to wash my hands properly. To know why washing my hands is important. - To be able to recognise and name some feelings e.g. happy, sad, worried, angry - To be able to use my face to express feelings - To begin to understand and recognise how others are feeling. - To be able to say or show what I can do when I feel worried or angry. - To be able to say or show what I can do if one of my peers is feeling worried or angry. -To begin to develop an understanding of how I can resolve conflicts between myself and my peers.		- To be able to give 3 ways to stay healthy. - To know that vegetables and fruits are grown. - To know how I can show kindness and explain what it feels like when someone is kind to me. - To be able to explain how I make someone feel by the actions I am using. - To be able to talk about what goes into a healthy lunchbox		

PE and Physical Development	PE Teaching	Introduction to the hall Introducing the hall to the children Safety expectations Parachute games	Introduction to PE Unit 1 Lesson 1 - To move safely and sensibly in a space with consideration of others. Lesson 2 - To develop moving safely with control. Lesson 3 - To use equipment safely and responsibly. Lesson 4 - To use different travelling actions whilst following a path. Lesson 5 - To work with others and play as a group. Lesson 6 - To follow, copy and lead a partner. To begin to demonstrate balance. To begin to negotiate space safely. To explore movement skills.	Fundamentals to PE Unit 1 Lesson 1 - To develop balancing whilst stationary and on the move. Lesson 2 - To develop running and stopping. Lesson 3 - To develop changing direction. Lesson 4 - To develop jumping and landing. Lesson 5 - To develop hopping and landing with control. Lesson 6 - To develop different ways to travel. To begin to demonstrate movement and coordination. To negotiate space safely. To build my confidence to try new challenges.	Dance Unit 1 Lesson 1 - To explore different body parts and how they move. Lesson 2 - To explore different body parts and how they move and remember and repeat actions. Lesson 3 - To express and communicate ideas through movement exploring directions and levels. Lesson 4 - To create movements, adapt and perform simple dance patterns. Lesson 5 - To copy and repeat actions showing confidence and imagination. Lesson 6 - To move with control and coordination, linking, copying and repeating actions.	Ball Skills 1	Games 1
	Through play and environment Including Health and Self Care	-To know how to move, balance and ride equipment in different contexts. -To begin to be independent getting dressed and undressed with less support. -To know how to skip, hop and balance on one leg to play games. -To know how to use alternate feet when going up steps/stairs or using apparatus. - To manage own toileting needs with limited support.	- To know how to work with others to manage large items to achieve a task. -To know how to grip pens or pencils comfortably with good control. - To show a preference of a dominant hand. -To start to eat independently and learn how to use a knife and fork. -To make healthy choices about food and drink. -To know how to use one-handed tools and equipment. -To begin to be independent getting dressed and undressed including zips and buttons with limited support.	-To know how to change their approach to physical activities depending on the context. - To know how to grip pens or pencils comfortably with good control. - To show a preference of a dominant hand. -To know how to carry out their own plan and choose the right resources to achieve it. - To know how to look after their teeth.			
Maths	Number and Fluency	Counting recap 1-3 - To enjoy counting verbally as far as they can go. -To point or touch (tags) each item, saying one number for each item, using the stable order of 1, 2, 3. -To use some number names and number language within play, and may show fascination with large numbers. -To begins to recognise numerals 0 to 3 Cardinality -To explore using a range of their own marks and signs to which they ascribe mathematical meanings -Consider recap by adapting songs such as three green bottles, three speckled frogs	Composition recap 1-3 Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers -To begin to use understanding of number to solve practical problems in play and meaningful activities -To begin to recognise that each counting number is one more than the one before Comparison -To count up to three items, recognising that the last number said represents the total counted so far (cardinal principle) -To link numbers with amounts up to 3 and maybe beyond -To compare two small groups of up to three objects saying when they are the same number of objects in each group e.g.' you've got two, I've got two. Same! - To be able to share items between 2 people or toys.	Counting 1-5 -To enjoy counting verbally as far as they can go. -To separate a group of two or three objects in different ways, beginning to recognise that the total is still the same. -To point or touch (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5 -To use some number names and number language within play, and may show fascination with large numbers -To begin to recognise numerals 0 to 5. Cardinality -To subitise one, two, three objects (without counting). -To count up to five items, recognising that the last number said represents the total counted so far (cardinal principle). -To link numbers with amounts up to 5 and maybe beyond. -To explore using a range of their own marks and signs to which they ascribe mathematical meanings. Consider adapting songs such as five in the bed, five little aliens	Composition 1-5 Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. -To begin to use understanding of number to solve practical problems in play and meaningful activities. -To begin to recognise that each counting number is one more than the one before. -To separate a group of three or four objects indifferent ways, beginning to recognise that the total is still the same. Comparison -To compare two small groups of up to five objects saying when they are the same number of objects in each group e'g' you've got two, I've got two. Same!	Counting 1-5 -To enjoy counting verbally as far as they can go. -To point or touch (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. -To use some number names and number language within play, and may show fascination with large numbers. -To begin to recognise numerals 0 to 10. Cardinality -To subitise one, two, three objects (without counting). -To count up to five items, recognising that the last number said represents the total counted so far (cardinal principle). -To link numbers with amounts up to 5 and maybe beyond. -To explore using a range of their own marks and signs to which they ascribe mathematical meanings. Consolidate through adapted songs five little....	Composition 1-5 Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. -To begin to use understanding of number to solve practical problems in play and meaningful activities. -To begin to recognise that each counting number is one more than the one before. -To separate a group of three or four objects indifferent ways, beginning to recognise that the total is still the same. Comparison -To compare two small groups of up to five objects saying when they are the same number of objects in each group e'g' you've got two, I've got two. Same!

	Shape Space and Measure	<p>Shape -To choose items based on their shape which are appropriate for the child's purpose. -To respond to both formal and informal language and common shape names.</p> <p><i>Talk about and explore 2D shapes Show awareness of shape similarities and difference between objects Enjoys partitioning and combining shapes to make new shapes with 2D Combine shapes to make new ones. Attempts to create arches and enclosures when building, using trial and improvement to select blocks.</i></p>	<p>Measure -To find the longer or shorter of two items, in meaningful contexts. Vocabulary to include longer and shorter. <i>Compare objects using length for example set up a shoe shop.</i> Add socks to the sand tray to provide opportunities to build on measure language and understanding. Use different sizes, lengths, widths etc, and include scoops and spoons so that children can fill them with sand. As the socks are filled up, they change in length (and weight), Encourage use of vocabulary such as long, longer, short, shorter, more and less. Children can also count the number of scoops it takes to fill a sock (link with number) and talk about the length, or how to make socks longer/shorter, etc</p>	<p>Pattern (everyday objects) -To create their own spatial patterns showing some organisation and regularity. -To sort objects by shape or colour. <i>Patterns on soles of footwear – explore and compare.</i> Animal patterns - Many animals like zebra, leopard and dart frogs have bright, colourful patterns to protect themselves. Their patterns frighten their predators so that they leave them alone or they help them to hide. Try to make your own repeating patterns. Snake patterns – some are spotty, striped, bright colours. (giraffes and butterflies in Yr R) Joins in simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.</p>	<p>Measure -To find more/less full of two items, in meaningful contexts. Vocabulary to include more or less full. <i>Compare objects using capacity.</i> Provide equipment with varied capacities in the sand, water, mud kitchen and role play areas. Provide a variety of clear containers with different capacities..Add colour to the water to give children a real sense of how much each container holds. Look for opportunities to discuss and explore more or less by providing a table, shelf or an over-bath rack to raise containers out of the water so children can really explore how full or empty the various containers are.</p>	<p>Shape/pattern (patterns linked to shape) -To choose items based on their shape which are appropriate for the child's purpose. -To respond to both formal and informal language and common shape names. -To show awareness of shape similarities and difference between objects. -To explore and add to simple linear patterns of two or three repeating items. <i>Extend, create and fill in ABAB patterns.</i> Threading activities – to create repeating patterns Potato/block printing – repeating patterns Fingerprint painting – repeating patterns Notice and correct errors in repeating patterns.</p>	<p>Measure In meaningful contexts finds heavier and lighter of two items. Vocabulary to include heavier, lighter, less <i>Compare objects using weight for example, set up a library with different weight books.</i> Add socks (or similar if activity used for length - different sized bags) to the sand tray to provide opportunities to build on measure language and understanding. Include scoops and spoons so that children can fill them with sand. As the items are filled up, they change in (length and) weight, Encourage use of vocabulary such as heavy, heavier, light, lighter, more, less. Children can also count the number of scoops it takes to fill an object (link with number) and talk about the heaviest, or how to make socks heavier, etc</p>
	Reading Skills	<p>-To introduce story times. -To begin to introduce stories to support friendships, feelings and emotions. -To begin to engage in conversations about stories. -To begin to use some 'topic' vocabulary. - To begin to join in with rhymes.</p>	<p>-To show an interest in books. -To show an interest in print in the environment. -To explore a range of books linked to our learning.</p>	<p>-To begin to show awareness of rhythm and rhyme. -To begin to explore alliteration.</p>	<p>-To know which way round books are held. -To know that print is read from left to right.</p>	<p>-To understand the structure of a story. -To explore non-fiction texts and know that they contain facts.</p>	<p>-To understand the terms: title, front cover, author and illustrator. -To know the terms front cover, back cover, back cover, page, page number and spine.</p>
Literacy	Talk4Writing and Other Key Texts	<p>Owl Babies Tale of Fear Hug Journey story</p>	<p>Brown Bear, Brown Bear The little Red elf</p>	<p>Pirate Tom A new home for Jed</p>	<p>Jasper's Beanstalk The Enormous Carrot</p>	<p>Chicken Licken Information text about eggs</p>	<p>Little Charlie Recount of year in Nursery</p>
	Mark Making/ Early Writing	<p>Picture tells a story to convey message</p>	<p>Starting to make marks representing words at any point of paper</p>	<p>-To use symbols that represent letters</p>	<p>Some evidence of letter formation</p>	<p>Mark making for a range of purposes.</p>	<p>Names writing with correct attempts at correct letter formation.</p>
UTW	Geography	<p>-To begin to notice the change in weather. -To notice key features in the environment (traffic lights, buildings, signs)</p>		<p>-To notice changes in weather. -To talk about where they live. -To explore different environments (under the sea, forest, city). -To describe a simple route using visual aids. -To understand position and describes a familiar route -vocabulary to include in front of, behind</p>		<ul style="list-style-type: none"> To notice changes in weather. To begin to describe a familiar route – getting to school. To know that there are different countries. To create simple maps. 	
	History/ People and Cultures	<p>-To talk about my own immediate family (Linked to RE learning)</p>		<p>-To explore the past through books. -To ask questions about the past. -To understand our daily routine (Link to Maths learning) -To be able to sequence events in order (3 steps) (Link to Maths learning) -To recalls a sequence of events in everyday life and stories – morning, afternoon, night time, before, after, soon, later</p>		<p>To know what memories are. To ask questions about the past through books. To recall memories of the past year.</p>	
	Science	<p>Human Body -To be aware of different body parts -To name some body parts. -To start to have an awareness of the five senses. -To explore how things work- magnets, wind-up toys, spinners</p>	<p>Materials -To know that there are natural materials. -To explore natural materials. -To use special language to describe materials. -To work scientifically to be able to respond to questions such as how can we...? What would happen if...? I wonder....? -To develop observational skills. -to talk about what they see using a wide vocabulary.</p>	<p>Plants -To know how to care for a plant. -To know how to plant a seed. -To work scientifically to be able to respond to questions such as how can we...? What would happen if...? I wonder....? -To develop observational skills. -to talk about what they see using a wide vocabulary.</p>	<p>Animals -To know what young animals look like. -To know the life cycle of a duck/chick -To work scientifically to be able to respond to questions such as how can we...? What would happen if...? I wonder....? -To develop observational skills. -to talk about what they see using a wide vocabulary.</p>	<p>Living things and their habitats -To know that different creatures can be found in different places. -To work scientifically to be able to respond to questions such as how can we...? What would happen if...? I wonder....? -To develop observational skills. -to talk about what they see using a wide vocabulary.</p>	
	RE	<p>-To talk about my own immediate family - To take part in our Harvest assembly - To explore Diwali and know its link to Hinduism - To explore Christmas and know its link to Christianity - To know Christmas links to the Nativity story and the birth of Jesus</p>		<p>-To talk about my own celebrations (religious and non-religious) -To be able to talk about the Easter story -To talk about some things that happen at Easter (go to church, eat hot-cross buns, Easter egg hunt etc)</p>		<p>- To talk about new life - To describe familiar special occasions</p>	
	Computing	<p>Programming 1 – All about Instructions •Listen to multiple word instructions e.g. sit on your learning spot. •Play simple instructional games •Learn how to correct a mistake •Play purposeful listening games 3-4 year olds</p>	<p>Computing Systems – Using a tablet With support: •Learn how to turn on a tablet •Learn how to select a set game •Learn how to close a game application and access another one. •Learn how to click and drop within a game •Learn how to turn off a tablet.</p>	<p>Computer Systems and Networking – Exploring Hardware •Photos taken at a child's level with the purpose identified by them. •Photos taken using one button capture. •Pupils can change the effect on a photo.</p>	<p>Data Handling – Introduction to data •Sorted objects into colours •Counted objects to four •Collecting data through touch</p>	<p>Programming 2 – Coda catapillars •Play a game that involves one step simple instructions • Experiment with a coda – caterpillar • Order a story into a sequence – reorder if incorrect • Follow two step instructions •Use a multi-directional remote control car</p>	<p>Computer Systems and Networks Independently: •Turn on a tablet •Select a game from a set resource bank •Turn off a tablet •Use the interactive whiteboard to access a game.</p>

	<p>Art/DT</p>	<p>-To experiment with appropriate sized mark making resources encouraging the children to make marks through the multi-sensory opportunities provided. -To experiment making different marks while exploring different paint techniques. -To experiment using our hands and resources to make our own models. -To know what an artist is. -To know that Jackson Pollock is artist. -To know that when colours are mixed they can create new colours. -To use different tools to make different marks when painting and drawing.</p>  	<p>-To experiment with appropriate sized mark making resources encouraging the children to make marks through the multi-sensory opportunities provided. -To know that Alma Thomas is a female artist from America -To know we can use different types of mark making materials in different ways to make patterns. -To know that different sized paint brushes paint different lines. -To know that a small dash using different colour for each line can create a picture. -To know that these lines can go vertically (down) horizontally (across) their piece of paper.</p>  	<p>-To experiment with appropriate sized mark making resources encouraging the children to make marks through the multi-sensory opportunities provided. -To know that Minnie Pwerle is an aboriginal artist from Australia -To know that we can use different types of mark making materials in different ways to make patterns. -To know that different lines can be combined in a picture. -To know that a spiral, wavy and zig-zag are different types of lines. -To know that pens, pastels, paint and materials can be used to make.</p>  		
<p>EAD</p>	<p>Music</p>	<p>To learn to sing a new rhyme or song To learn to sing songs and perform them to an audience. To know how to listen carefully and copy a melody. To recognise a familiar song.</p> <p>-Days of the week -Months of the year Sleeping bunnies Dingle Dangle Scarecrow 5 Men in a Flying Saucer 5 speckled frogs Walking through the Jungle Down in the jungle</p>	<p>To continue to listen carefully and copy a melody. To know how to use my voice to copy a melody. To know how to perform to an audience. To know I am telling a story through a performance.</p> <p>Elephants have Wrinkles 5 Little Elephants I'm a Little Snowman 5 Christmas Trees When Santa got stuck Christmas Nativity Songs</p>	<p>-To understand that different instruments make different sounds. - To know how to play a range of simple instruments, e.g. drum, shaker, tambourine etc. -To play instruments with care and responsibility. -To listen to sounds that I and others are making with our instruments. -To play instruments in turn, independently or with direction.</p> <p>Down at the station 5 little firemen Three Blind Mice The day I went to sea Big ship London's Bridge is falling down</p>	<p>-To know which sound instrument makes which sound.. -To know how to play different instruments in class. -To know how to play with care and responsibility. -To know how to choose an instrument to express a feeling or idea. -To know how to play as part of a group. -To explore and experiment with a range of movements.</p> <p>Twinkle Chocolate Bar Alice Camel Dickie Birds Around the Mulberry Bush</p>	<p>To know how to play an instrument with purpose, control and with a start and finish. To know how to listen with increased attention to sounds. To know how to respond and talk about the sounds I hear. To know how to express my thoughts and feelings towards songs. To know how to sing the pitch of a tone sung by another person. To know how to create my own songs or improvise my own music.</p> <p>5 little firemen 5 Men in a Flying Saucer 5 speckled frogs Nobody likes me, everybody hates me think I'll go and eat worms. Chick, chick chicken Cluck, cluck red hen</p>
	<p>Movement and Imagination</p>	<p>-To take part in simple pretend play. -To use an object to represent something else even though they are not similar.</p>	<p>-To know how to remember sequences and patterns of movements when moving to music and rhythm. -To begin to develop complex stories using small world equipment. -To build my confidence to perform in front of others.</p>	<p>-To make imaginative and complex small worlds. -To develop more complex stories in their play.</p>		