

# Falconer's Hill Infant School

# Year Group: EYFS Long Term Plan

	Autumn 1	Autumn 2-	Spring 1	Spring 2	Summer 1	Summer 2
<b>British Value</b>	Democracy	The rule of law	Individual liberty	Individual liberty	Mutual respect	Tolerance of different faiths and beliefs
<b>Value</b>	Respect	Unity	Honesty	Responsibility	Kindness	Resilience
<b>Launch and Enrichment</b>	Harvest performance Visit/links with churches Diwali Day International Day of Peace [sept]	Bonfire smart Christmas production Remembrance Cinema Trip Rev Dawn Visit	E safety Day Sign 2 sing Kirsten PCSO (blue Bertie butterfly) World Religion Day Mental health awareness week	World book day Easter egg hunt Happy egg company (chicks) Road Safety day	St Georges Day	People Who Help us Visitors Country Park Walk Farm visit Summer concert
<b>Picture Books</b>	From a tiny seed- a poem for each My first day at school Going to school Found you Peace Book Story of Noah Germs Pants and more pants	I am an artist It starts with a seed Nursery rhymes Rama and Sita Jolly Christmas postman Christmas story Story of Guy Fawkes	Lost and found The skin you live in Shine What's your language? In every house in every street Chicken Clickin Chinese New Year Story Fatou fetch the water Handas surprise	Is there room for baby roo? The little red hen The little yellow chicken Something wonderful The Hungry Caterpillar The Easter story Non-fiction religions The dot Jack and the beanstalk	Oliver's vegetables Runaway pea Daisy eat your peas The very hungry caterpillar Don't put your finger in the jelly nelly George and the Dragon/ St George CBebies Shakespeare plays The most exciting Eld How to grow a sunflower Goldilocks and the three bears-respect/size Mixed The kings pants Somebody crunched Colin Marthas Maps	Enormous turnip Little red hen Stone soup Magic porridge pot Three little pigs Gingerbread man. I love me who are you? Three littles pigs Fire fighter Zog/and the flying doctors
<b>Literacy</b>	RWI set 1 sounds A,B,C Word Time Big Book 5 concepts/Echo Read/fiction and non-fiction Initial/final sound writing	RWI set 1 sounds A,B,C Word Time Big Book 5 concepts/Echo Read /fiction and non-fiction CVC writing	RWI Ditty, Red, Green Grammar Bag Big Book 5 concepts/Echo Read /fiction and non-fiction Caption/sentence writing	RWI Ditty, Red, Green Grammar Bag Text retrieval Caption/sentence writing	RWI Green, purple, pink Editing text Text retrieval Sentence writing	RWI Green, purple, pink Editing text Text retrieval Writing sentences in a stack
<b>Writing/CL unit plans</b>	Rainbow fish x 3 weeks Ruby's worry x 3 weeks	We're going on a bear hunt-narrative x3 weeks Caption writitng Stickman-narrative x 3 weeks	Grammar bag- Sentence writing links with UW Handa's Surprise-narrative x 3 weeks	Grammar bag- sentence writing links with UW Jack and the Jellybean-narrative x 3 weeks	Grammar bag- stacked sentences and conjunction and. Rosie's walk x 3 weeks	How to catch a star x 3 weeks If sharks disappeared x 3 weeks
<b>Maths</b>	Chanting number and rhymes Number mastery to 5. Shape and number learning zones.	Number and place value numbers to 5. Number bonds within 5. subtraction and addition within 5. Properties of shape and spatial awareness	Number-concrete, pictorial and abstract Number and place value to 10 Drawing simple shapes	Measure-height, weight, length etc Addition and subtraction to 10. Number bonds to 10 Part whole to 10. Subtraction within 10. patterns	Numbers to 20 Measure-volume and capacity Adding-counting on Take away counting back Re visit shape-Kandinsky	Multiplication and doubling, division, halving, sharing, odds and evens Composing and decomposing shapes
<b>Science</b>	<b>Materials</b> (intro how they feel link EAD Printing) <b>Animals including Humans</b> (Name animal and where they live starting.) <b>Seasonal Change</b> (Weather / Season)	<b>Materials</b> (Material that burn / not burn) <b>Animals including Humans</b> (Name basic parts of the body) <b>Seasonal Change</b> (Weather / Season)	<b>Materials</b> (How to sort into groups Natural / Man Made look at <b>Rocks</b> (Explore different textures of rocks) <b>EP Sound</b> (exploring musical instruments making loud and quiet sounds) <b>Seasonal Change</b> (Weather / Season)	<b>Animals including Humans</b> (Senses) <b>Plants</b> (Life-Cycle of chick and a bean) <b>EP: State of matter</b> (solids and liquids explore differences) <b>EP: Forces</b> (Magnetic & Non-Magnetic materials)	<b>Animals including Humans</b> (Animals and their habitats looking at 4 key habitats) <b>Light / Electricity:</b> (Look at what produces light man mad / natural)	<b>Animals including HumanS</b> (Healthy bodies / Healthy minds) <b>Re-visit EP: Materials</b> (How to sort into groups / materials to build with) <b>Seasonal Change</b> (Weather / Season)
<b>Working Scientifically</b>	Investigations/exploring/noticing/observing	Investigations/exploring/noticing/observing Push and pull forces Waterproof links with seasons	Investigations/exploring/noticing/observing magnets/floating etc testing Materials investigation	Investigations/exploring/noticing/observing magnets/floating etc testing	Classifying materials and their uses.	How things work and why. Magnets, flowers, floating and sinking. Testing materials.
<b>Computing / Barefoot</b>	Autumn - Creating, Pattern, Logic, Algorithms, Decomposition,	Winter -Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering Scarf patterns links with art and maths	Spring- Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Build a scarecrow	Super space -Algorithms, Collaboration, Persevering, Creating, Pattern, Logical reasoning, Tinkering, Abstraction maths	Boats ahoy- Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating maths	Summer/ Busy bodies -Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction maths

	Collaborating <b>maths making garlands using pattern</b>	<b>Directions</b> Building and Igloo – <b>buildings</b>				
<b>D&amp;T</b>	Basic tools and techniques Making holes <b>Building shelters</b>	Sculpture- <b>Michelle Reader/ Andy Goldsworthy Clay diva pots</b> Food preparation techniques-spreading and cutting- <b>Christmas party preparation</b> <b>Building houses from recycled materials</b> <b>Christmas crafts</b>	Tools and techniques for specific purposes Food tech-stirring, mixing, pouring and blending. (pancake)	Collage and weaving- <b>prepositional language</b> Fixing and joining techniques Food tech-stirring, mixing, pouring and blending.- (jelly making) Den building- <b>habitats</b>	Fixing and joining techniques Tools and techniques	Beginning Problem solving designs Food tech –safe and hygienic, grating, cutting , spreading and chopping. Mechanisms- exploring multiple moving parts and techniques. DT- Mechanics- moving pictures Fixing and joining techniques
<b>Art &amp; Design</b>	Printing and pattern- Giuseppe Arcimboldo/ <b>rubbings with natural and man-made rangoli/mendi/henna</b> Drawing simple representations	Drawing and painting <b>Christmas cards</b>	Drawing –Mondrian using line, <b>shape, form</b> and detail and texture.	Using variety of tools to develop drawing skills	Painting-Kandinsky- <b>shapes</b> Observational painting	Observational drawing
<b>History</b>	Time- starting school Baby, parent, grandparent, families. Generations - <b>growing</b> Fizzes friends families.	Remembrance- <b>poppy artwork</b> Guy Fawkes and bonfire night- <b>look at the different physical features of the buildings. Where are the buildings in our country. materials, do they burn or not burn?</b> <b>Bonfire paintings</b> <b>Making fireworks</b>	Asking questions about things I have seen/experiences. Naming different things in order of how they happened using past, present and future.- <b>ordering child's growth</b>	What is a king, queen and where they lived and when. Shakespeare, the queen, the king etc. <b>Location of famous people</b>	History- Sequence memories Weekly events King- order his life pictures, who is he, who was his mum etc.	<b>Time-</b> Knowing time passes; a day is longer than a minute <b>Famous people/Past</b> - who help us e.g.: fireman, police, <b>artists</b> , doctors, teachers Knowing different transports say what is the same / different part and present.
<b>Geography</b>	Knowing what a photo is School grounds/environment. Where do we live? <b>Fizzes friends and links with celebrations</b> Awareness of seasons <b>Visit churches</b>	Physical features in school grounds Noticing/observing/exploring Weather chart. Changes. Symbols. Seasons. Physical featues of the different buildings form the gun powder plot- <b>what materials were they made from</b>	Sponsored child Knowing what photos are and where they came from School grounds. Where do we live? What is life like in the UK? Places, food, homes in other countries. <b>Drawing own home</b> Chinese New Year, <b>books, dance and food.</b> <b>Lantern making</b>	Bodies of water in their environment. Man made and natural. Seasons spring and seasonal changes	Geographical vocabulary Photos and knowledge of where they link. School grounds. What is a town/country Maps and where people live <b>Map drawing- The night pirates</b>	Learning about seasons-summer Where does water come from and how to save it Human and physical features. Man-made and natural. Materials of houses places of worship, emergency services. Bodies of water
<b>RE</b>	Festivals/celebrations Harvest, <b>crops and growing</b> Halloween, birthdays, Diwali, Bonfire, Hanukah, Christmas. Links with persona dolls.	Festivals/celebrations Harvest, Halloween, birthdays, Diwali, Bonfire , Hanukah, Christmas. Links with persona dolls. <b>Paintings, mendi patterns, Christmas cards</b>	Chinese new year Pancake day R.E smart day	Mothering Sunday- <b>make cards</b> Easter	Buddhist, Christianity, birthday links amongst faiths. Buddhism/meditation. Islam. Places of worship. Special texts.	Comparing and contrasting. Re-visit previous faiths throughout
<b>Music</b>	Unit 1 Cross-curricular/topic-based focus: Me! 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too.Pulse rythm and pitch 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Unit 2 Cross-curricular and topic-based focus: <b>My Stories</b> - 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform <b>Christmas performance dances</b>	Unit 1 Cross-curricular and topic-based focus: Everyone! - explore: family, friends, people and music from around the world 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Unit 2 Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform <b>Easter performances</b> <b>Spring performance</b>	Unit 1 Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share <b>When Goldilocks went to the house of the bears</b>	Unit 2 Reflect, rewind and replay. Consolidation of learning and contextualising the history of music.
<b>PE/Physical</b>	<b>Introduction to PE</b> Real PE – L.O = Personal , One leg balance, Coordination floor movements activities	<b>Gymnastics</b> Real PE – L.O = Social, Dynamic balance to agility, Seated Balance	<b>Dance</b> Real PE – L.O = Cognitive, Dynamic Balance, Small Base balance	<b>Games</b> Real PE – L.O = Creative, Coordination ball skills, Counter balance	<b>Ball Skills</b> Real PE – L.O = Physical, Coordination with equipment, Agility reaction/response	<b>Athletics Prep</b> Real PE – L.O = Health and fitness, Agility ball chasing, Front/back Support
<b>PSHE</b>	Me and My Relationships [Scarf]	Keeping Safe [Scarf] <b>Healthy</b> and safe	Valuing differences [scarf]	Growing and changing [Scarf] <b>Links to science- life cycles</b>	Being my best [Scarf]	Rights and Respects [scarf]