

Highgate Primary School EYFS Long Term plan 20-21

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to Y1	Links to year one are highlighted in blue					
Theme	Marvellous Me Baseline	In the Woods	Where we live	On the farm	Superheroes	Changes
Wow moments! (Hook)	I am starting School	A walk in the forest area	Bring in a photo of your home	Visit a farm ????	Dress up as superheroes	Picnic outside Grow some caterpillars
Key Texts resources	Nursery Rhymes Colour Monster Red rockets and Rainbow Jelly Burglar Bill	Shark in the Park Gruffalo What's in the witch's kitchen? Stickman <u>Celebrations</u> Diwali Christmas	<u>Goldilocks</u> <u>Three Little Pigs</u> <u>Celebrations</u> Chinese New Year	<u>Pancake recipe</u> <u>Planting a bean seed (instructions)</u> Farmer Duck A squash and a squeeze <u>Celebrations</u> Easter Mothering Sunday	Supertato Super worm Fire/police officer	Handa's surprise Mr Gumpy's outing <u>Very hungry caterpillar</u> Moving to Year One <u>Celebrations</u> Father's day
EARLY LEARNING OUTCOMES	ELO 30-50 S 40-60 E-D-S	ELO 40-60 E-D-S	ELO 40-60 E-D-S	ELO 40-60 E-D-S	ELG and ELG+	ELG and ELG+
CL	Speaking in sentences Listening to adults	<u>Speaking in sentences</u> Awareness of rhyme Listening to others	<u>Re- enacting stories</u> <u>Talk for writing</u>	Showing awareness of the listener <u>Understand and follow multiple instructions</u>	Ask for clarification if necessary	<u>Express views about stories</u> <u>Using wide ranging vocabulary</u>

PSED Build up skills daily throughout the year	Manners Rules Friends Sharing	Festivals (RE) Turn taking	Independence Talk about things I am good at	Resolving conflict Stop and think before acting	Confidence Talk about how to improve their work	Different points of view
PD	Matman (online) Movement for learning Mark Making Cosmic yoga Changing for PE	Letter formation Anti- clockwise movement Spatial awareness Dance Cosmic Yoga	Letter formation Anti- clockwise movement Ball skills Balancing	Letter formation Anti- clockwise movement Aparatus	Letter formation Anti- clockwise movement Dance Knows about and can make healthy choices	Letter formation Anti- clockwise movement Team sports Write along lines controlling letter size
Literacy	Phase one (baseline) Phase 2 initial sounds Rhyming Mark making Talking about stories	Story setting Phase 2 cvc Stories- How? Why? What? Predictions Labels	Repeated refrains Story structure Story settings Phase 3 Simple captions	Non fiction Phase 3 reading and writing Simple sentences	Spell phonically regular words of more than 1 syllable Irregular but high frequency words Complex sentences	Extended writing – different genres Complex sentences
Maths	Baseline Numbers to 5 Chanting up and back Sorting One more/one less 2d shapes	Making 5 in different ways Part- part whole Five frames Addition Repeated patterns Money	Numbers to ten Chanting up and back One more/one less Making ten in different ways Part- part whole Addition Subtraction	Numbers to 15 Chanting up and back One more/one less Part- part whole Ten frames Doubles Tall and short Full and empty	Numbers to 20 Chanting up and back One more/one less Ten frames Estimation Time Weighs, measures	Estimates objects and checks Combining groups of 2, 5 or 10, or sharing into equal groups , compares, properties, position money
UW	Body parts Families – differences,	Observations of the natural environment	Properties of materials Old buildings	Growing plants Caring for plants – what do they need?	Floating/ sinking	

	similarities, older younger Selfies Likes and dislikes	Celebrations	Use ipads to draw a picture of three little pigs houses on paint	Identify a range of technology used in school	Use a toaster/ microwave to make a super meal for a super hero	
EA	Exploring materials mark making, creating with blocks, small world, large construction, natural materials Role play areas Singing	Joining techniques Scissor skills (x curricular with PD) Re- enact stories in groups	Mixing Combining media Selects tools and techniques needed to shape, assemble and join materials they are using.	Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story	Talk about processes and talk about others' work, reflect and review	Develop their own ideas Combine and change media Talk about processes Talk about features of others' work
Learning challenges	I can say bye to mum and dad I can find my name and peg I can choose things to do I can have my lunch at school I can choose a book I know who can help me Who is in my family? I can name parts of the body Is it okay to like different things? I know how I feel and can talk about it I can talk about the marks I make	Which words rhyme? Can you fill in the missing word? Rhyming challenge – can we learn ten rhymes? (home challenge) What is a celebration? Why do we have different celebrations?	What parts does a house have? Are all homes the same? What are homes made from? Now and in the past (materials) Which materials are the best to build homes with?	What are your favourite animals and why? How are the animals different? How are they similar? Where do the animals live? (environment/food) What do plants need?	Who is your favourite superhero? How are superheroes different? Can we create a new superhero? What would your powers be? Super meal for super hero	What do we need to take on a picnic? Can you pack a picnic basket? What happens to caterpillars? What will year one be like? What are other parts of the world like? Where do we live in the world? (Globe/local)

	Making friends					
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Early Years Foundation Stage – Exceeding Statements (2016)

Prime Areas

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p><u>ELG 01: Listening and Attention</u> Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</p>	<p><u>ELG 04: Moving and Handling</u> Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>	<p><u>ELG 06: Self-confidence and Self-awareness</u> Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>
<p><u>ELG 02: Understanding</u> After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p>	<p><u>ELG 05: Health and Self-care</u> Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p><u>ELG 07: Managing Feelings and Behaviour</u> Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>
<p><u>ELG 03: Speaking</u> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>		<p><u>ELG 08: Making Relationships</u> Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p>

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><u>ELG 09: Reading</u> Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p><u>ELG 11: Numbers</u> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</p>	<p><u>ELG 13: People and Communities</u> Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>	<p><u>ELG 16: Exploring and using Media and Material.</u> Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>
<p><u>ELG 10: Writing</u> Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>	<p><u>ELG 12: Shape, Space and Measures</u> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time</p>	<p><u>ELG 14: The World</u> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p><u>ELG 17: Being Imaginative</u> Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others</p>
		<p><u>ELG 15: Technology</u> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	