

Gayton Primary School – F2 Long term plan 2021-2022

EYFS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts		The Gingerbread Man by Mara Alperin	I'm going to eat this ant by Chris Naylor- Ballesteros Aaaarrgghh Spiders by Lydia Monks	Blue Penguin by Petr Horacek Naughty Bus by Jan Oke	The Journey Home by Emma Levey	Silly Doggy by Adam Stower	Supertato by Sue Hendra
Theme		All about me	Autumnal changes Christmas	Brr it's cold Journeys we take	Spring	Pets	Castles Super heroes
Inquiry Question		How have we changed?	What is changing around us?	What journeys do we take?	How have things changed now?	Can we all be great?	
Drivers	Personal Dev.	Key person role- getting to know each other	To develop confidence in speaking to others	Confident to speak about own needs and interests	To develop opinions	Confident to try new things	To be independent in choosing resources for own activities
	Environment-	Explore school grounds- woodland exploration	Look for mini-beasts in the environment. woodland exploration	Explore the environment in their surroundings woodland exploration	Visit RSPB for where birds live. Planting woodland exploration	Planting woodland exploration	Planting woodland exploration
	Democracy-	Listens to what others have to say.	Take steps to resolve conflicts.	Ask appropriate questions of others	Finding a compromise	Taking turns and play co-operatively	Taking account of others ideas
PSE- Making relationships		Support children to take turns with others Model taking turns. Listen to others ideas Explain what they are doing.	Explain own knowledge, ask question of others. Takes steps to resolve conflicts with others.	Find how to resolve conflicts with others.. To know consequences for their behaviour. To know that some behaviour is unacceptable.	Taking turns and sharing with others Discuss how to organise an activity To stop and wait for things they want.	Take account of others ideas. Listen to others ideas and suggest how to achieve outcomes.	Take account of others ideas and being aware of others feelings. Showing positive relationships with adults and children. Understand that others viewpoints may be different to others.
PSE- Self-confidence and self-awareness		Talk to others about their own needs and wants. To talk about themselves in positive ways.	Talk to others about their own opinions and interests.	Confident to try new activities. Talk about their own interests and about their interests.	To say what they like about some activities. To be confident to choose the resources they need for certain activities.	To say when they do or don't need help. To talk about what they have done, their ideas and how they can adapt it.	Being confident to speak to a large group or class.
PSE-Managing feelings and behaviour		Be aware of the boundaries set. Be aware of their own feelings	To be aware that their own actions affect others. Comfort others when they are upset.	Comforts others when they know they have upset them. To be able to solve problems without aggression.	Talk about how they and others show feelings. Know the consequences of certain behaviour	Work as a group and follow rules. Adjust their behaviour to different situations. Accept changes in their routine.	Know ways to manage feelings, listening to others ideas without support.
PD- Moving and handling		Negotiate space successfully, changing directions and speed.	Continue to experiment ways of moving. Jumps and lands appropriately.	Travels with confidence over and under climbing equipment.	Shows good control in moving in a range of ways, negotiating space. Travels with confidence in a	Children move confidently. Children show good control and co-ordination in large and small movements.	Children begin to write on lines with correct ascenders and descenders.

	Experiment in ways of moving. Shows a preference for dominant hand. Begin to use anticlockwise movement and vertical lines.		Shows increased control over patting, pushing, throwing and catching an object.	variety of ways with climbing equipment. Handle tools effectively. Uses tools to effect change.	They move confidently in a range of ways, safely negotiating space To form recognisable letters, using a pencil effectively.	
PD-Health and self-care	Usually dry and clean in the day. Shows understanding of how to transport and store equipment safely.	Eats a healthy range of foodstuffs and understands need for variety in food. Being aware for the need of keeping safe.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Move confidently, showing good control and coordination in large and small movements.
C&L –Listening and attention	Listen to a simple instruction and follow it. Listen to songs and rhymes. Able to sit quietly.	Able to sit quietly during an appropriate activity. Listen to a story following pictures.	Can listen and do for a short span of time. Listen to and follow instructions.	Can listen attentively in a range of situations. Listen to stories and anticipate key events.	Pay attention and ask question of others. They give their attention to what others say and respond appropriately, while engaged in another activity.	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
C&L- Understanding	Responds to an instruction.	Responds to instructions involving a two-part sequence.	Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.	Listens and responds to ideas expressed by others in conversation or discussion.	Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.	Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events
C&L - Speaking	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	•Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play	They develop their own narratives and explanations by connecting ideas or events.	Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
LD- Writing	Oral retelling & drawing images, write labels	A list of food items Gives meaning to marks they make as they draw,	Recount of where the Naughty bus has been	Retell/ rewrite of the story •Begins to break the flow of speech into words.	Retell/ rewrite of the story Can segment the sounds in simple words and blend	A wanted poster with a character description

	<p>Gives meaning to marks they make as they draw, write and paint. Continues a rhyming string. Hears and says the initial sound in words.</p> <ul style="list-style-type: none"> •Links sounds to letters, naming and sounding the letters of the alphabet. <p>Begin to segment the sounds in simple words and blend them together.</p>	<p>write and paint. •Begins to break the flow of speech into words.</p> <ul style="list-style-type: none"> •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels,captions. •Attempts to write short sentences 	<ul style="list-style-type: none"> •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels,captions. •Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels,captions. •Attempts to write short sentences in meaningful contexts. 	<p>them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <ul style="list-style-type: none"> •Writes own name and other things such as labels,captions. •Attempts to write short sentences in meaningful contexts. <p>They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
LD- Reading	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. 	<ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. 	<ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. 	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words</p>	<p>They demonstrate understanding when talking with others about what they have read.</p>
MD-Numbers	<ul style="list-style-type: none"> •Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or 	<p>Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each</p>	<ul style="list-style-type: none"> •Counts objects to 10, and beginning to count beyond 10. •Counts out up to six 	<ul style="list-style-type: none"> •Counts objects to 10, and beginning to count beyond 10. •Counts out up to six 	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which</p>

	<p>four objects by saying one number name for each item. •Counts actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 5</p> <ul style="list-style-type: none"> •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. 	<p>item. •Counts actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 5</p> <ul style="list-style-type: none"> •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 	<p>objects from a larger group</p> <ul style="list-style-type: none"> •Selects the correct numeral to represent 1 to 10 objects. •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain. 	<p>objects from a larger group</p> <ul style="list-style-type: none"> •Selects the correct numeral to represent 1 to 10 objects. •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations. <p>Children count reliably with numbers from one to 20, place them in order</p>	<p>or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems</p>	<p>number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>
<p>MD-Space, shape and measures</p>	<p>Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape.</p> <ul style="list-style-type: none"> •Orders two items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common 	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape.</p> <ul style="list-style-type: none"> •Can describe their relative position such as 'behind' or 'next to'. •Orders two by length or 	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape.</p> <ul style="list-style-type: none"> •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three 	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape.</p> <ul style="list-style-type: none"> •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three 	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of</p>

	shapes to create and recreate patterns and build models.. •Orders and sequences familiar events.	height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Orders and sequences familiar events. •Measures short periods of time in simple ways.	items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways.	items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways.	mathematical language to describe them.	everyday objects and shapes and use mathematical language to describe them.
UW-People and Communities	•Enjoys joining in with family customs and routines.	•Enjoys joining in with family customs and routines.	•Enjoys joining in with family customs and routines.	Children talk about past and present events in their own lives and in the lives of family members.	They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
UW-The World	Looks closely at similarities, differences, patterns and change.	Looks closely at similarities, differences, patterns and change.	They talk about the features of their own immediate environment and how environments might vary from one another.	They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	They make observations of animals and plants and explain why some things occur, and talk about changes.	They make observations of animals and plants and explain why some things occur, and talk about changes.
UW-Technology	•Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software.	•Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software.	•Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
EA&D Exploring materials and media	Begins to build a repertoire of songs and dances.	Begins to build a repertoire of songs and dances.	Begins to build a repertoire of songs and dances.	Children sing songs, make music and dance, and	Children sing songs, make music and dance, and	Children sing songs, make music and dance, and

	<ul style="list-style-type: none"> •Explores the different sounds of instruments. Charanga - Me •Explores what happens when they mix colours. 	<ul style="list-style-type: none"> •Explores the different sounds of instruments. Charanga – My Stories •Explores what happens when they mix colours. •Experiments to create different textures •Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. 	<p>Charanga – Everone!</p> <ul style="list-style-type: none"> •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. 	<p>experiment with ways of changing them Charanga – Our World</p> <ul style="list-style-type: none"> •Selects tools and techniques needed to shape, assemble and join materials they are using. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>experiment with ways of changing them Charanga – Big Bear Funk</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>experiment with ways of changing them Charanga – Reflect, Rewind and Replay</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
EA&D Being Imaginative	<ul style="list-style-type: none"> •Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. 	<ul style="list-style-type: none"> •Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> •Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. 	<ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>