

Long Term Plan

CYCLE B 2019 - 2020

EYFS (linked to KS1 topics and themes)

SUBJECT	Autumn		Spring		Summer	
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
TOPIC	TIME MACHINE (CASTLES & KNIGHTS)		AROUND THE WORLD		SECRET GARDEN	
UNDERSTANDING THE WORLD (GEOGRAPHY/HISTORY) AND SCIENCE	TIME MACHINE-HISTORY		AROUND THE WORLD-GEOGRAPHY		SECRET GARDEN-SCIENCE	
	MATERIALS		ANIMALS/LIVING THINGS		PLANTS	
UW-PEOPLE AND COMMUNITIES (RE)	GOD AND CREATION	CREATION	INCARNATION	SALVATION	GOSPEL	WHY ARE SOMETIMES SPECIAL?
UW- TECHNOLOGY (COMPUTING)	ALL ABOUT ME		HANDA'S SURPRISE		GROWING	
EAD-EXPLORING AND USING MEDIA AND MATERIALS (ART AND DT)	DRAWING MECHANISMS		PAINTING TEXTILES		SCULPTURE CONSTRUCTION MATERIALS	
EAD – MM/BI - MUSIC	ME! HARVEST SERVICE	MY STORIES CHRISTMAS SERVICE	EVERYONE	OUR WORLD EASTER SERVICE	BIG BEAR FUNK	REFLECT, REWIND AND REPLAY SUMMER FESTIVAL
PHYSICAL DEVELOPMENT AND HEALTH AND SELFCARE	GYMNASTICS	DANCE	GYMNASTICS	DANCE	BALL SKILLS	TEAM GAMES
	COOKING WEEK		COOKING WEEK		COOKING WEEK	
OUTDOOR CONTINUOUS PROVISION	BIKES, SAND, WATER, MUD KITCHEN, GAMES, ROLE PLAY, LOOSE PARTS PLAY					
INDOOR CONTINUOUS PROVISION	WRITING TABLE, NUMERACY ACTIVITIES, ROLE PLAY, CREATION STATION, DANCING, MUSIC, LOOSE PARTS PLAY					

GEOGRAPHY, HISTORY, SCIENCE, RE,

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B	2019 - 2020	TIME MACHINE		AROUND THE WORLD		SECRET GARDEN	
	Development Matters UNDERSTANDING THE WORLD (GEOGRAPHY,HISTORY,SCIENCE)	<p>30-50M Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 		<p>40-60M Looks closely at similarities, differences, patterns and change.</p> <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. 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.</p>		<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. 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.</p>	
	Development Matters UTW-PEOPLE AND COMMUNITIES (RE)	<p>30-50M Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 		<p>40-60M Enjoys joining in with family customs and routines.</p> <p>Early Learning Goal 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.</p>		<p>Early Learning Goal 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.</p>	
Development Matters UTW-TECHNOLOGY (COMPUTING)	<p>30-50M Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers 		<p>40-60M Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		<p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		

ART, DT AND MUSIC

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
	2019 - 2020	TIME MACHINE		AROUND THE WORLD		SECRET GARDEN	
B	Art	<i>Drawing</i>		<i>Painting</i>		<i>Sculpture</i>	
	DT	MECHANISMS		TEXTILES		CONSTRUCTION MATERIALS	
	Music	ME! HARVEST SERVICE	MY STORIES CHRISTMAS SERVICE	EVERYONE	OUR WORLD EASTER SERVICE	BIG BEAR FUNK	REFLECT, REWIND AND REPLAY SUMMER FESTIVAL
	Development Matters Media and Materials	<p>30-50m •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. •Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. •Joins construction pieces together to build and balance. •Realises tools can be used for a purpose.</p>		<p>40-60m Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •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. •Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>		<p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
Development matters Being Imaginative	<p>30-50m Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>		<p>40-60m Create simple representations of events, people and objects. •Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •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. •Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Early Learning Goal 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>Early Learning Goal 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>		

Physical development

CYCLE	YEAR	Autumn		Spring		Summer	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
B	2019 - 2020	TIME MACHINE		AROUND THE WORLD		SECRET GARDEN	
	PE	GYMNASTICS	DANCE	GYMNASTICS	DANCE	BALL SKILLS	TEAM GAMES
	D.T - cooking	COOKING WEEK		COOKING WEEK		COOKING WEEK	
	Development matters PD Moving and handling	<p>30-50m Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name.</p>		<p>40-60m Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>		<p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	
	Development matters PD–Health and self-care	<p>30-50m Can tell adults when hungry or tired or when they want to rest or play. •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>		<p>40-60m Eats a healthy range of foodstuffs and understands need for variety in food. •Usually dry and clean during the day. •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. •Shows understanding of how to transport and store equipment safely. •Practices some appropriate safety measures without direct supervision.</p> <p>Early Learning Goal 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.</p>		<p>Early Learning Goal 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.</p>	

