



LACEBY STANFORD SCHOOL

EYFS Long Term Plan 2021/2022



FOUNDATION STAGE	Term 1 <i>Marvellous Me!</i>	Term 2 <i>Robots</i>	Term 3 <i>Animals</i>	Term 4 <i>Getting there... (Transport)</i>	Term 5 <i>Growing</i>	Term 6 <i>Minibeasts</i>
Literacy	<p>POR – <u>A New House for Mouse</u> Homes, kindness, sharing, belonging, resilience 2 weeks</p> <p>POR – <u>Anna Hibiscus' Song</u> Family, happiness, song, dance, Africa, empathy 3 weeks</p>	<p>POR – <u>The Robot and The Bluebird</u> Helpfulness, kindness, friendship, empathy 3 weeks</p> <p><u>Nativity</u></p>	<p>POR – <u>Beware of The Crocodile</u> 3 weeks</p> <p>POR – <u>Augustus and his Smile</u> 3 weeks</p>	<p>POR – <u>The Naughty Bus</u> 2 weeks</p> <p><u>Mrs Armitage on Wheels</u> 4 weeks</p>	<p>POR – <u>The Secret Sky Garden</u> Or <u>POR Errol's Garden</u> 3 weeks</p> <p><u>Oliver's Vegetables</u> 3 weeks</p>	<p>POR – <u>The Bee Who Spoke</u> 3 weeks</p> <p>POR – <u>Yucky Worms</u> 3 weeks</p>
Maths	<p>Getting to Know You</p> <p>Just Like Me! Matching, sorting, comparing, pattern making</p>	<p>It's me 1 2 3! Representing, comparing, composition, circles and triangles, special awareness</p> <p>Light and Dark Four, five, build and count, one more, one less, shapes with 4 sides, night and day.</p>	<p>Alive in 5! Including zero, comparing to 5, composition of 4 and 5, comparing mass, comparing capacity</p> <p>Growing 6, 7, 8 6, 7, 8, making pairs, combining 2 groups, length and height, time</p>	<p>Building 9 and 10 9 and 10, comparing numbers to 10, bonds to 10, 3-D shape, pattern 2,</p> <p>Consolidation</p>	<p>To 20 and beyond Consolidating skills, building numbers beyond 10, counting patterns beyond 10, spatial reasoning 1.</p> <p>First, Then, Now Consolidating skills, adding more, taking away, spatial reasoning 2.</p>	<p>Find My Pattern Doubling, sharing and grouping, even and odd, spatial reasoning 3</p> <p>On The Move Deepening understanding, patterns and relationships, Spatial reasoning 4.</p>
Understanding the World	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Talk about different members of their family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community Church • Recognise that people celebrate their beliefs in different ways. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs. • Recognise similarities and differences between life in this country and life in other countries. <p>Animal habitats.</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community Mosque • Recognise that people celebrate their beliefs in different ways. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognise similarities and differences between life in this country and life in other countries. <p>The Natural World</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Recognise similarities and differences between life in this country and life in other countries. <p>Paris – The bee who spoke Literacy book</p>

	<ul style="list-style-type: none"> • Draw information from a simple map. Laceby, school, home • Recognise similarities and differences between life in this country and life in other countries. Africa <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them school grounds • Describe what they see, hear and feel whilst outside. Weather • Recognise some environments that are different to the one in which they live. Africa <p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familial situations in the past. Homes and Toys 	<ul style="list-style-type: none"> • Draw information from a simple map. Laceby, school, home <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them school grounds and home garden • Describe what they see, hear and feel whilst outside. Weather • Understand the effect of changing seasons on the natural world around them. Autumn – Winter <p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familial situations in the past. Christmas celebrations. 	<ul style="list-style-type: none"> • Draw information from a simple map. Farm plans, Zoo maps <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them Farm trip • Describe what they see, hear and feel whilst outside. Farm trip • Recognise some environments that are different to the one in which they live. Animal habitats <p>Past and Present</p> <ul style="list-style-type: none"> • Compare and contrast figures from the past: Kings and Queens 	<ul style="list-style-type: none"> • Draw information from a simple map. Roads, airports, bus stops, car parks <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them Nature area • Describe what they see, hear and feel whilst outside. Weather changes • Understand the effect of changing seasons on the natural world around them. Winter - Spring <p>Past and Present</p> <ul style="list-style-type: none"> • Compare and contrast characters in stories, including figures from the past Amelia Earhart • Comment on images of familial situations in the past. Bikes, buses and planes 	<ul style="list-style-type: none"> • Explore the natural world around them growing plants and foods • Describe what they see, hear and feel whilst outside. Gardens • Draw information from a simple map. Garden plans, outdoor area maps <p>Past and Present</p> <ul style="list-style-type: none"> • Compare and contrast characters in stories, including figures from the past Sarah Stanford • Comment on images of familial situations in the past. Stanford School 	<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them minibeasts • Describe what they see, hear and feel whilst outside. Minibeast homes • Understand the effect of changing seasons on the natural world around them. Spring - Summer • Draw information from a simple map. Garden plans, outdoor area maps <p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familial situations in the past. Garden equipment
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. firework celebration art. • Create collaboratively, sharing ideas, resources and skills. Poppy field making • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Observational drawings & paintings of people • Listen attentively, move to and talk about music, expressing their feelings and 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. Christmas celebration art • Create collaboratively, sharing ideas, resources and skills. Christmas displays • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Building robots • Watch and talk about dance and performance art, expressing their feelings and responses. Moving to different styles of music 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. Printing animal tracks and skins • Create collaboratively, sharing ideas, resources and skills. Create animal habitats • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Observational drawings & paintings of animals • Listen attentively, move to and talk about music, 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. Collage materials for weaving • Create collaboratively, sharing ideas, resources and skills. Large track printing • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Building vehicles • Watch and talk about dance and performance art, expressing their feelings and responses. Watching 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. clay • Create collaboratively, sharing ideas, resources and skills. Create Oliver’s vegetable patch • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Collages of plants and flowers using different materials. • Listen attentively, move to and talk about music, expressing their 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. Patterns in nature • Create collaboratively, sharing ideas, resources and skills. Weave spider’s webs to catch insects! • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Clay work • Watch and talk about dance and performance art, expressing their feelings and

	<p>responses. Weather sounds and repetitive music</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. Harvest • Explore and engage in music making and dance, performing solo or in groups fireworks and weather 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. Christmas • Explore and engage in music making and dance, performing solo or in groups Robot dance to music sounds 	<p>expressing their feelings and responses. Carnival of the animals</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. Animal songs • Explore and engage in music making and dance, performing solo or in groups Animal sounds 	<p>and joining in with different dance styles.</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. Transport songs • Explore and engage in music making and dance, performing solo or in groups sounds in the city 	<p>feelings and responses. Nature sounds</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. Founders Day • Explore and engage in music making and dance, performing solo or in groups Growing up the scale 	<p>responses. Moving like insects.</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. Celebration of learning songs. • Explore and engage in music making and dance, performing solo or in groups insect movement to music.
RE	<p>Myself People who belong to religious groups</p>	<p>Special people to me People who are important to members of religious groups</p>	<p>Our special books Stories from religions and important books for religious groups</p>	<p>Our special things Objects that are important to religious groups</p>	<p>Our special places Places of worship Visit to Church</p>	<p>Our beautiful world Stories about the creation and natural world</p>
Celebrations and Events	<i>Harvest</i>	<i>Christmas, Diwali,</i>	<i>Shrove Tue, Chinese New Year, Mothering Sunday</i>	<i>Easter</i>	<i>Founder's Day</i>	
PE	Movement games and spatial awareness	Moving with equipment	Dance – Moving to music and making shapes	Gymnastics – Agility, Balance, Coordination	Athletics – Sports Day Prep	Striking and Fielding – Hitting equipment using objects. Turn taking