

Dudley House School – EYFS Long Term Plan – Cycle A – 2017/18

	Autumn Term		Spring Term		Summer Term		
Topic	Autumn & Colours Harvest	Teddies & Toys	People Who Help Us	Spring	Once Upon a Time	In the garden	
Role play	Kitchen	Toy shop/ Puppet Theatre/ Santa's Workshop	Police/ Fire Station/ Post Office	Flower Shop/ Bakers	Cottage/ Castle	Garden/ Garden centre/ Potting Shed	
Visitors & Visits	Autumn walk	Bear Hunt	Fire Station/ Policeman/ Army	Spring Walk	Library	Garden Centre	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Communication and Language	NURSERY	LA Recognising and responding to many familiar sounds U Identifying action words S Asking simple questions and talking about family	LA Showing interest in play with sounds, songs and rhymes U Understanding more complex sentences S Using gestures and increasing range of words	LA Listening to others one to one or in small groups U Developing understanding of simple concepts (big/little) S Using a variety of questions and sentences	LA Listening to stories with increasing attention and recall U Understanding the use of objects S Using language as a powerful means of widening contacts	LA Joining in repeated refrains and phrases U Understanding the use of prepositions S Using word ending and increasing range of verb forms	LA Focusing attention and anticipating key events in stories U Responding to simple instructions S Beginning to use more complex sentences to link thoughts
	RECEPTION	LA Listening to one to one or in small groups with increasing attention U Understanding of prepositions S Using language as a powerful means of widening contacts S Using more complex sentences	LA Joining in repeated refrains and phrases in stories U Responding to simple instructions S Retelling simple past events in correct order S Using talk to connect ideas	LA Focusing attention and listening carefully U Understanding 'why' and 'how' questions S Questioning and giving explanations S Using talk in imaginative play	LA Being able to follow the instructions U Responding more complex instructions S Using an increased range of tenses S Extending vocabulary	LA Maintaining attention and concentrating U Following the story without pictures or props S Using intonation, rhythm and phrasing S Extending vocabulary and linking statements	LA Maintaining attention and responding to comments or instructions U Responding to ideas expressed by others S Using talk to organise, sequence and clarify thinking, ideas, feeling and events
Personal, Social and Emotional Development	NURSERY	MR Showing interest in others' play and starting joining in MR Seeking others to share experiences SCSA Separating from main carer with support MFB Seeking comfort from familiar adults when needed	MR Playing alongside others MR Forming good relationships with peers and adults SCSA Expressing own preferences and interests MFB Expressing own feelings like sad, happy, cross or scared	MR Playing alongside others MR Sharing and taking turns SCSA Selecting and using activities and resources with help MFB Responding to others feelings MFB Being aware of some boundaries	MR Forming special friendships MR Taking turns and sharing SCSA Gaining the confidence in new situations MFB Being aware that some actions can hurt others MFB Understanding the boundaries and routines	MR Playing co-operatively with others MR Listening to others' ideas SCSA Welcoming and valuing praises MFB Co-operating with the boundaries and routines	MR Sharing and taking turns MR Working and playing co-operatively with others SCSA Gaining the confidence in interactions with peers and adults MFB Beginning to accept and understand others' feelings and needs
	RECEPTION	MR Demonstrating friendly behaviour and take turns in play SCSA Welcoming and valuing praises MFB Accepting and understanding the boundaries and routines	MR Playing alongside others MR Initiating play and conversations SCSA Enjoying responsibility of carrying small tasks MFB Understanding and expressing own feelings	MR Respecting others SCSA Building up the confidence in interactions with peers and adults MFB Playing co-operatively with others, sharing and taking turns	MR Initiating conversations and asking appropriate questions of others MR Understand the feelings of others' SCSA Gaining the confidence to speak about needs, ideas and opinions MFB Adapting behaviour to different situations & events	MR Taking account of others' ideas SCSA Describing self in positive terms and talking about abilities MFB Accepting and understanding others' feelings and needs MR, MFB Resolving conflicts without aggression	MR Showing sensibility to others' needs and feelings SCSA Building up the confidence and independence in choosing and completing the activities MR, MFB Playing and working co-operatively with others

Physical Development	MOVING AND HANDLING	GMS Running, climbing, drawing simple shapes FMS Using one-handed tools FMS Holding books carefully FMS Showing preference of dominant hand FMS Pegs and sensory play	GMS Moving freely and confidently in an increased range of ways GMS Bikes and scooters FMS Catching small balls FMS Mark making FMS Threading FMS Activities requiring hand-eye coordination	GMS Racing games, negotiating space successfully FMS Using one-handed tools with increased control FMS Improving pencil grip FMS Painting and cutting	GMS Travelling with confidence around, under, over and through different equipment FMS Using mark-making tools with confidence FMS Hammers, scissors	GMS Experimenting with different ways of moving with pleasure and confidence FMS Forming recognisable letters FMS Using one-handed tools with confidence FMS Play dough modelling	GMS Negotiating space safely and adjusting speed in racing games FMS Improving letter formation FMS Improving general fine motor skills
	HEALTH AND SAFETY	Showing awareness of own needs with regard to eating, sleeping and hygiene Use small and large equipment safely	Drinking independently without spilling Clear communication the need for a toilet Independent washing and drying hands	Beginning to be independent in self-care Gaining more bladder and bowel control	Showing increasing control over clothing and fastenings Showing understanding of how to transport and store equipment safely	Understanding the need for safety when tackling new challenges	Understanding the importance of healthy diet and exercise Being independent and confident in self-care
Literacy	NURSERY	R Nursery rhymes and repeating phrases	R Rhythmic and rhyming activities R Joining in repeated refrains	R Rhyme and alliteration R Playing with sounds R Distinguishing one sound from another	R Noticing the initial sounds in words R Handling books carefully	R Recognising rhythm in spoken words R Looking at books independently	R Being aware of the story structure R Practising 'robot-talk' in order to read
		W Mark making	W Mark making and name writing	W Mark making and name writing	W Basic letter formation	W Writing from left to right	W Simple segmenting
	RECEPTION	R Rhyming and alliteration	R Noticing and representing initial sounds in words	R Describing main story settings	R Practising blending	R Enjoying increased range of books	R Enjoying independent and confident reading
		W Name writing	W Writing on the lines, from left to right	W Capital letters, full stops, question marks	W Writing captions and labels	W Writing messages, speech bubbles, lists	W Writing postcards, menus, captions, letters
Mathematics	NURSERY	N Quantity language: <i>more, a lot, less</i> etc N Number rhymes	N Number rhymes N Mark making: representing numbers	N Number recognition 1-5 N Counting abstract things: jumps, claps N Representing numbers 1-5: fingers, dice	N Number recognition 1-5 N Numbers in the environment N Counting 1:1	N Number recognition 1-10 N Counting 1:1 N Comparing quantities	N Number recognition 1-10 N Number formation N Counting out from a group or a set
		SSM Simple shapes and patterns	SSM Language of size	SSM Simple sorting	SSM Positional language	SSM Simple 2D shapes SSM Shapes in the environment	SSM Ordering items by length and height
	RECEPTION	N Number recognition 1-10 N Number formation N Counting out from a group or a set	N Number recognition 1-15 N Ordering numbers 1-10 N Number rhymes N Counting 1:1	N Number recognition 1-20 N Number games N Number bonds 1-10 N Addition N Counting in 2s	N Irregular arrangements of objects N Comparing quantities N Subtraction N Counting in 5s	N Ordinal language N Money N Counting in 2s, 5s and 10s N Doubling and halving	N Counting forwards and backwards N Counting in 2s, 5s and 10s forwards and backwards N Doubling and halving
		SSM Symmetry SSM Ordering items by length and height	SSM 2D shapes SSM Repeating patterns	SSM 3D shapes SSM Arrangements of shapes	SSM Shapes in the environment SSM Sorting	SSM Time SSM Ordering items by weight	SSM Ordering items by capacity SSM Ordering and sequencing events

Understanding the World		<p>PC New situations: starting school</p> <p>PC Tour around the school</p> <p>PC Mine and my family's favourite colours</p> <p>PC Colours of emotions</p> <p>PC Kandinsky's work</p> <p>PC Comparing and finding differences between ourselves and others, and celebrating being different/similar</p> <p>W Observe the changes in nature during Autumn Walk</p> <p>W Colours of Autumn</p> <p>W Sorting colours</p> <p>W Mixing colours</p> <p>W Rainbow colours</p> <p>T Interactive whiteboard</p>	<p>PC My favourite toy</p> <p>PC Mine vs my parents' toys</p> <p>PC Sort old and new toys</p> <p>PC Toys for purpose</p> <p>PC Christmas in my family</p> <p>PC Christmas in different countries</p> <p>W Sort toys into sets of materials they are made of and how they work</p> <p>W Educational visit to a toy shop</p> <p>W Why do we celebrate Christmas?</p> <p>T Electric toys, e.g. BeeBots</p> <p>T iPads and computers</p>	<p>PC Different occupations of life: what does your parents do?</p> <p>PC People who help us: doctors, nurses, firemen, policemen, postmen, teachers, builders</p> <p>PC Where do people work? What do they do?</p> <p>PC Compare People Who Help Us in England and in other countries</p> <p>PC, W Observing people and places which change</p> <p>T ipads</p> <p>T Computers: typing and creating pictures</p> <p>T Cameras</p>	<p>PC Spring as a new life</p> <p>PC Easter with my family</p> <p>PC, W How the environment and living things are influenced by human activity</p> <p>W Animals born in spring</p> <p>W Life cycles</p> <p>W Observe and discuss spring plants and flowers</p> <p>T iPads</p> <p>T 2simple computer program</p> <p>T Cameras: taking spring photos</p>	<p>PC Traditional tales and their place in our families' lives</p> <p>PC My favourite tales</p> <p>PC Imaginative tales vs books</p> <p>PC Problem, journey, solutions and good and bad characters as key features of a tale</p> <p>PC Fairy tales morals</p> <p>W Where does the story take place?</p> <p>W Visit places from stories, e.g. forest, castle, house, field</p> <p>W Fairy tales animals</p> <p>T Computers: creating own story</p> <p>T ipads</p>	<p>PC My garden</p> <p>PC Different garden activities</p> <p>PC Gardens now and then</p> <p>PC Minibeasts as pets</p> <p>PC Visiting a garden centre</p> <p>W Minibeasts: habitats, shape, size etc</p> <p>W How to look after a minibeast?</p> <p>W Life cycles of minibeasts</p> <p>W Life cycles of plants</p> <p>W Observe minibeasts in our local area</p> <p>T The different ways of using technology. How can we use the ipad, camera, laptop, and computer?</p>
RE		Thanking God for nature Harvest celebrations	Sharing Christmas – Giving gifts	People who can help us	Change & Growth Easter K.1D	Stories Jesus told	Celebrations Friendliness K.4A
Expressive Arts and Design	DIFFERENT FORMS OF EXPRESSION	Nursery rhymes Clapping games Music Express: Going Places	Nursery rhymes Ring games Music Express: Working World/ Our Senses	Nursery rhymes Exploring sounds of different instruments	Expressing feelings and emotions by dance Making up rhythms	Acting out a narrative Music Express: Stories and Sounds	Capturing experiences by music, dance and paint Music Express: Moving Patterns/ Growth and Change
	EXPLORING AND USING DIFFERENT MATERIALS	Colour mixing Describing textures of things Using different construction materials	Creating different textures Independence and safety in using different tools	Exploring how the sounds can be changed Manipulating materials to achieve planned effect	Junk modelling Building, constructing and balancing materials	Creating new effects combing different materials Shaping, modelling, joining and assembling different materials	Selecting resources and adapting work where necessary without adult's help Independent experimenting with different media and materials

Dudley House School –EYFS Long Term Plan – Cycle B – 2016/17

	Autumn Term		Spring Term		Summer Term	
Topic	All about me	Food for all	Clothes & Winter	Animals big & small	Can we fix it?	Summer days
Role play	Home	Food shop, Café	Igloo, Fashion House, Laundrette	Jungle/ Zoo	Vets, Garage, Builders	Seaside, Boat, Pirates
Visitors & Visits	Baby, Autumn walk	Sainsbury's / Café Leo	Winter walk	Zoo, Pet shop	Builder	Picnic, Woods, Seaside
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	RECEPTION LA Listening to one to one or in small groups with increasing attention U Understanding of prepositions S Using language as a powerful means of widening contacts S Using more complex sentences	LA Joining in repeated refrains and phrases in stories U Responding to simple instructions S Retelling simple past events in correct order S Using talk to connect ideas	LA Focusing attention and listening carefully U Understanding 'why' and 'how' questions S Questioning and giving explanations S Using talk in imaginative play	LA Being able to follow the instructions U Responding more complex instructions S Using an increased range of tenses S Extending vocabulary	LA Maintaining attention and concentrating U Following the story without pictures or props S Using intonation, rhythm and phrasing S Extending vocabulary and linking statements	LA Maintaining attention and responding to comments or instructions U Responding to ideas expressed by others S Using talk to organise, sequence and clarify thinking, ideas, feeling and events
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Understanding the World		<p>PC My family and me</p> <p>PC Similarities and differences between me and my friends</p> <p>PC My body</p> <p>PC My senses</p> <p>PC My emotions</p> <p>PC Things I like/ things I don't like</p> <p>PC Comparing and finding differences between ourselves and others, and celebrating being different/similar</p> <p>W My house and my school</p> <p>W Autumn Walk: my local area</p> <p>W Recognising colours</p> <p>T Technology in my house and in my school</p>	<p>PC Building confidence in talking about special family events</p> <p>PC Talking about family meals, shopping, cooking</p> <p>PC Christmas in my family</p> <p>W Look, touch, taste, smell and describe different fruit and vegetables</p> <p>W Healthy and unhealthy food</p> <p>W Where does food come from?</p> <p>T Simple computer programmes</p> <p>T Becoming familiar with Interactive Whiteboard</p>	<p>PC Building confidence in talking about special family events: Christmas and New Year</p> <p>PC Clothes we wore as babies</p> <p>PC Clothes we wear in different seasons and different occasions</p> <p>PC How do people make clothes?</p> <p>W Observing and discussing features of winter</p> <p>W Winter walk</p> <p>W How do we stay warm and healthy in winter?</p> <p>T 2simple program</p> <p>T BeeBots</p>	<p>PC Building confidence in talking about special family events: going to the zoo/ farm</p> <p>PC People who work with wild animals</p> <p>PC People who work and live on a farm</p> <p>PC Easter celebrations</p> <p>W Jungle animals</p> <p>W Farm animals</p> <p>W Pets</p> <p>W Animals and their babies</p> <p>T 2simple program</p> <p>T Internet safety</p>	<p>PC People who fix things: vets, builders, mechanics, doctors</p> <p>PC, W Observing people and places which change</p> <p>PC, W How the environment and living things are influenced by human activity</p> <p>W Different houses and building materials</p> <p>W Different types of transport</p> <p>W Observational walk: houses and transport in our local area</p> <p>T Be able to access simple computer programs</p> <p>T Be confident in using different media and equipment for purpose</p>	<p>PC Sharing family holiday experiences</p> <p>PC Talking about visiting seaside: family activities</p> <p>PC Different family holiday destinations</p> <p>PC Summer activities</p> <p>PC, W Pirates</p> <p>W Features of the seaside</p> <p>W Seaside now and then</p> <p>W Boats and ships</p> <p>T Be confident in completing a simple computer program and operating different equipment</p> <p>T Internet safety</p>
RE		Friends and Families	Special food Christmas	Special clothes Joseph	Creation K.1A Noah's Ark Easter	Helping others	Special people and places
Expressive Arts and Design	DIFFERENT FORMS OF EXPRESSION	<p>Nursery rhymes</p> <p>Clapping games</p> <p>Music Express: Special People</p>	<p>Nursery rhymes</p> <p>Ring games</p>	<p>Nursery rhymes</p> <p>Exploring sounds of different instruments</p> <p>Music Express: Growth and Change</p>	<p>Expressing feelings and emotions by dance</p> <p>Making up rhythms</p>	<p>Acting out a narrative</p> <p>Music Express: Working World/ Moving Patterns</p>	<p>Capturing experiences by music, dance and paint</p> <p>Music Express: Our Senses/ Growth and Change</p>
	EXPLORING AND USING DIFFERENT MATERIALS	<p>Colour mixing</p> <p>Describing textures of things</p> <p>Using different construction materials</p>	<p>Creating different textures</p> <p>Independence and safety in using different tools</p>	<p>Exploring how the sounds can be changed</p> <p>Manipulating materials to achieve planned effect</p>	<p>Junk modelling</p> <p>Building, constructing and balancing materials</p>	<p>Creating new effects combining different materials</p> <p>Shaping, modelling, joining and assembling different materials</p>	<p>Selecting resources and adapting work where necessary without adult's help</p> <p>Independent experimenting with different media and materials</p>