Meanwood EYFS Long Term Plan

EYFS Intent

At Meanwood, our curriculum is intended to rapidly improve children’s communication and language through quality interactions based on secure knowledge of language development. The children interact with adults and the provision to develop social and emotional literacy, physical and sensory processing skills and self-regulative strategies. We teach the children a carefully sequenced curriculum that is deeply learned through repeated and spaced practice through the indoor and outdoor provision.

Implementation

At Meanwood, we have developed a curriculum that is well sequenced and ensures the children have the knowledge and skills on which the National Curriculum can build.

Through this curriculum, we also develop children’s spoken language through the use of ELKAN and acquisition of language through a carefully resourced provision. We motivate learners by reflecting their interests and igniting their curiosity.

We support the development of children’s emotional literacy, integrating this through our day to day interactions.

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| Characteristics of Effective Learning | | |
| Finding out and exploring | Active Learning | Creative and Critical Thinking |
| Realise that their actions have an effect on the world, so they want to keep repeating them. | Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. | Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. |
| Reach for and accept objects. Make choices and explore different resources and materials. | Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. | Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. |
| Plan and think ahead about how they will explore or play with objects. | Use a range of strategies to reach a goal they have set themselves. | Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” |
| Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” | Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. | Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. |
| Make independent choices. Do things independently that they have been previously taught. |  | Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions. |
| Bring their own interests and fascinations into early years settings. This helps them to develop their learning. |  |  |
| Respond to new experiences that you bring to their attention. |  |  |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Marvellous Me | Let’s Celebrate | Once Upon a Time | People Who Help Us | Growing and Changing | Wider World |
| Texts – Nursery | **From Head to Toe**  **Owl Babies**  **We’re Going on a Leaf Hunt**  *Other Reading – children’s favourite stories; Stories about starting Nursery; Leaf Man, My Family, People Like Me* | **Meg and Mog**  **We Disagree About this Tree**  *Other reading - Other Meg and Mog books;*  *15 things not to do with a baby; All at Sea; Dear Santa, Christmas Street (concertina lift the flap book)* | **Goldilocks and the 3 Bears, The Three Billy Goats Gruff**  *Other reading – The Gingerbread Man, The Three little Pigs, The Foggy Foggy Forest, Brrr A Book of Winter* | **Emergency**  **Flashing Fire Engines**  *Other reading: The Naughty Bus; non-fiction books about emergency services* | **The Very Hungry Caterpillar**  **The Busy Spider**  **Farmer Duck**  *Other reading: The Very Quiet Cricket, Jack and the Beanstalk, The Odd Egg* | **We’re Going on a Bear Hunt**  **Brown Bear Brown Bear**  *Other reading: Baby Bear Baby Bear, Polar Bear Polar Bear, Dear Zoo*  *Transition text – That Rabbit Belongs to Emily Brown* |
| Texts - Reception | **Here We Are, *Other reading – Once There Were Giants,*** | **The Witch’s Kitchen, Dear Santa**  ***Other reading – The Nativity, nice Christmas stories*** | **The Gingerbread Man**  **The Three Little Pigs (Ladybird)**  ***Other reading - Goldilocks and the Three Bears, Three Billy Goats Gruff,*** | **Non-fiction text about the emergency services.**  **The Naughty Bus**  ***Other reading – more traditional tales, Up and Down*** | **Jack and the Beanstalk**  **The Odd Egg**  ***Other reading – more traditional tales,*** | **Storm Whale, Commotion in the Ocean**  ***Other reading – Rumble in the Jungle, Billy’s Bucket*** |
| Nursery | | | | | | |
| Experiences and events | Autumn walks, Harvest food fruit and veg tasting | Pumpkin  Spooky spell party  Christmas events | Porridge making and tasting | Police & fire fighter visits | Caterpillars and butterflies, tadpoles, gardening outdoors | Trip to the Park Teddy Bear’s Picnic  Exotic animal visit?  Transition activities |
| Communication & Language | To name classroom objects  To develop vocabulary about ourselves and our families | Answer who and what questions, including in stories | Answer who, what, where questions. Retell simple events | To develop vocabulary for People Who Help Us | To develop vocabulary for local garden nature and wildlife | To develop vocabulary for new places and animals.  To compose simple subject verb object sentences (Who doing what) |
| Physical Development | Move and Mark Programme Two – Basic Hand Skills and Pre-writing Movements  To use basic fine motor hand skills; to make pre letter shapes using movement from the wrist | | Move and Mark Programme Three – Skilled Hand Use and Pre-writing Movements  To develop more fine motor in hand manipulation skills; to form pre-writing shapes using a pencil and paper with a comfortable and functional grip | | | |
| Vertical up and down  Round and round anticlockwise  Curved arches over and under | Dots  Horizontals left and right  Diagonals | Zig zags  Spirals in and out | Loops  Figures of eights |
| To move our bodies to music  To walk, run and avoid obstacles | To move rhythmically and follow actions in songs and rhymes | To kick, throw and catch a large ball or beanbag  To use a cup and pour drinks | To climb and use stairs | To jump, balance, hold a pose | To put coats, jumpers and shoes on, |
| Personal Social and Emotional Development | To separate from main caregiver; To follow Nursery rules and routines | To select and use activities and resources | To manage self care; toileting, hand washing and putting coats on. | To know how to stay healthy and safe | To name and talk about feelings | To be confident exploring new places and social situations. |
| Literacy  Phonics | **Environmental Sounds**  To be aware of, identify and recall sounds in the environment; To develop vocabulary and simple talk about environmental sounds | **Body Percussion**  To be aware of, identify and recall patterns of sounds made by our bodies; To develop vocabulary and simple talk about sounds made by our bodies | **Rhythm and Rhyme**  To appreciate, identify and recall rhythms and rhymes; To count or clap syllables in a word | **Voice Sounds**  To identify, form and experiment with speech sounds; To talk about the different sounds we can make with our voices | **Alliteration**  To listen for, hear and say sounds at the beginning of words; To recognize words with the same initial sound; To develop vocabulary and simple talk about letter sounds | **Oral Blending and Segmenting**  To hear, say, blend and segment sounds in simple CVC words |
| Reading | To listen and attend to stories | To join in with actions and some words from repetitive stories, songs and rhymes; to remember what happened | To know a range of traditional tales; To join in repeated phrases from stories following rhythm and rhyme | To orientate a book and turn pages | To differentiate words and pictures; To know words tell us what to say | To find first word; To track text left to right |
| Writing | *Contexts for writing:*  *Classroom labels, name labels* | *Contexts for Writing: Invitation to a spell party*  *Card for a new baby*  *Christmas card* | *Contexts for Writing:*  *Wanted posters and sorry letters for Goldilocks and the Ogre* | *Contexts for Writing: Thank you letter to visitors*  *Mother’s Day card*  *Easter card* | *Contexts for writing:*  *List of favourite foods*  *Labels for outdoors*  *Caterpillar diary* | *Contexts for writing: Children’s News*  *Invitation to a trip*  *Thank you letter for a visit* |
| Maths | **Number and counting awareness in play**  To listen to finger rhymes with numbers; To count to everyday contexts; To use some counting like behaviour; To compare amounts using ‘lots’, ‘more’, ‘same’ | **Counting**  To join in with finger rhymes with numbers; To recite numbers past six in order; To start to show finger numbers | **Counting and Cardinality**  To know we start counting items at number one; To say one number name for each object being counted; To know, when counting, that the numbers have to be said in order; To know that the last number reached tells you how many objects there are in total; To know that anything can be counted including things that cannot be touched; To know that when we reorder the objects, the number is still the same; To subitise objects to 6; To recognize numerals to 6; To link numerals to amounts to 6; To show finger numbers to 6 | | **Order and compare**  To order and compare numbers to 6 (using different representations); To compare amounts using language “more than”, “fewer than”; To recognise and use a number track to compare numbers; To link ‘forwards’ and ‘backwards’ on the number track to ‘more’ and ‘less’ | |
| Understanding the World | To know who is in their family  To name some body parts - head, arms legs  To know some seasonal changes related to Autumn | To know some simple features of birthdays, Halloween, bonfire night and Christmas. | To know some seasonal changes related to Winter.  To use some language of position  To explore different materials, including ice, porridge, and different building materials. | To identify people in the community, police, fire fighters and doctors.  To know how people celebrate Easter.  To experience different forces, such as cars down ramps, and putting things in water. | To name and identify trees, flowers and grass.  To know some minibeasts, including caterpillar, butterfly, spider, worm.  To observe how natural objects change over time.  To know some seasonal changes related to Spring. | To know some seasonal changes related to Summer.  To name some wild animals from different countries.  To know similarities and differences between different types of places. |
| Expressive Arts and Design | Marvellous Marks – To use mark making materials to create simple shapes.  To join in with songs and rhymes. | Craft and Design – To begin to use tools to join and snip.  To follow cues to go and stop.  To use body and percussion to make loud and quiet sounds. | Painting and Mixed Media. To use paint and mixed media to create pictures based on a story.  To repeat simple rhythms using bodies and voices. | Junk modelling. To select and use shapes for a purpose.  To use body and percussion to make fast and slow sounds. | Sculpture. To shape modelling materials using rolling to represent familiar minibeasts.  To learn and sing a longer song. | To use mark making tools, scissors and glue to create pictures.  To keep a simple beat using their bodies. |

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| Reception | | | | | | |
| Communication & Language | Develop vocabulary about themselves.  Join in stories. | Join in rhyming stories and anticipate words. | Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have familiarity with the text, some with exact repetition some in their own words. | Develop vocabulary about vehicles.  Sequence events using first, then, finally. | Retell the story, once they have familiarity with the text, some with exact repetition some in their own words.  Develop vocabulary about farm animals. | Develop vocabulary about sea-life. Use descriptive language appropriately. |
| Physical Development | Use one handed tools to make marks, cut and shape materials.  Use an effective grip with fingers and thumb to hold a pencil. | Negotiate space successfully when playing racing and chasing games with other children; adjusting speed or direction to avoid obstacles. | Control projectiles by throwing at a target and placing themselves for catching.  Form most letters correctly in isolation. | Know how to make themselves and objects travel through height and distance. | Strike a ball with a bat and chasing a ball.  Form most letters correctly in their writing. | Target a ball in a general direction using feet and hands; adjusting some force.  Form most letters correctly in their writing. |
| Personal Social and Emotional Development | To show sensitivity to others’ needs and feelings and form positive relationships with adults and other children  To take steps to resolve conflicts with other children by finding compromises  To play co-operatively, taking turns with others  To initiates conversations, attending to attending to and taking account of what others say | | To say why they like some activities more than others.  To talk about how they and others show feelings.  To confidently try new activities. | | To begin to be able to negotiate and solve problems without aggression  To work as part of a group or class and understand and follow the rules  To talk about their own and others’ behaviour and its consequences | |
| Literacy  Phonics | RWI – Set 1 sounds, blend and segment cvc words with these sounds | | RWI – ccvc words, cvcc words | RWI – Set 2 sounds | Blend and segment words containing set 1 and 2 sounds. Apply phonic knowledge in reading texts. | |
| Reading | Join in stories. Know the difference between words and pictures. | Recognise words within a text. Know that we read left to right and top to bottom. | Know a range of traditional tales.  Retell simple stories using repetitive story language. | Know that non-fiction texts contain information.  Retell simple stories using repetitive story language. | Know that stories have an ending.  Retell simple stories using repetitive story language. | Read short poems with phrasing and rhythm. |
| Writing | Use marks, symbols and letters to represent words. | Write 2 words separated by a finger space. Use phonic knowledge to write words. | Write phrases separating words with finger spaces. | Write labels and phrases using their growing phonics knowledge based on non-fiction transport.  Write a simple sentence based on a sentence starter. | Write a simple sentence to end a story. | Write descriptive phrases linked by an object or theme. |
| Maths | Counting principles. Know all about numbers to 5. | Compare and compose numbers to 5. | Numbers 6 – 10.  Combining 2 groups and making pairs.  Comparing numbers to 10.  Bonds to 10. | | Numbers beyond 10.  Counting order beyond 10 and counting 10 and a bit.  The location of 10 in 0-20.  Looking at patterns – odd and even, doubling, pairs and composition. | |
| Understanding the World | Know about different families and compare to their own. Know some familiar people in the community e.g. shopkeeper, doctor.  Know that in the past they were babies.  Know about our bodies and label human features. *Know* *head, eyes, ears, nose, mouth, hands, fingers, legs, feet arms, and toes.*  Know people who are special. | Know the signs of autumn, describing the colours and the textures they experience outdoors. *Know that some trees change in Autumn. (Deciduous evergreen) Know they will need to wear a coat because it is colder.*  Know that different people have different beliefs and celebrate special times in different ways.  Know the story of Christmas. | Observe materials using their senses.  Know the signs of winter and compare it to previous seasons.  Know that maps identify features and routes.  Know that some religious people have special places and talk about some significant features of special places and places of worship. | Know the forces sink and float, push and pull.  Say what they think will happen.  Know that transport/vehicles in the past have similarities (they can be recognised by) and differences (the way they have changed).  Know special stories from religious texts e.g. Easter and the link to Christmas story. | Know about living things and identify whether it is plant or animal. Animals can move, eat and react. Plants have green parts. *Minibeast hunt.*  Know how animals change. *(Farm animals – pigs/piglet, cow/calf, horse/foal, sheep/lamb, kitten/cat, dog/puppy) and their babies).*  Know the signs of spring and compare it to previous seasons.  Sequence events and classify groups.  Know that people belong to different groups and communities.  Know how religions welcome babies. | Know that things also live in water as well as on the land. *Compare the pond to minibeast hunt.*  Group and name animals.  Show awe and wonder in the world around them.  Know that stories from the Bible describe God as creator of the world.  Know how to take care of plants and animals. |
| Expressive Arts and Design | Know the shapes that form the features for a self-portrait.  Know the primary colours.  Move to a simple beat.  Make sounds with instruments. | Know how to join materials using glue and tape and to cut materials with tools.  Make decisions about a task and how to approach this.  Play an egg shaker to a simple beat.  Use an instrument and voice to make sounds louder and quieter. | Know how to use paint brushes accurately.  Know appropriate colours, textures and technique to form pictures of familiar and experienced things.  Sing simple songs and respond in rhyming and call-response songs | Know materials and shapes needed to complete the task. (make a vehicle)  Begin to reflect on whether the end product resembles the object replicated.  Follow short rhythms including rests and varying note length. | Shape malleable materials to achieve a planned effect.  Identify features of their end product which successfully reflect the intended design.  Tap out beats on percussion instruments. | Use threading to create patterns and mar4ks using materials.  Play an instrument in response to a stimulus and to express a feeling. |