




EYFS Long Term Plan – linked to Development Matters (New Plan)

Big Question A	What Does it Mean to be a Hero?	What is our Window on the World?	What Makes Weather Wicked?
Big Question B	What Makes Britain Great?	What is Our Footprint on the World?	What Makes Life Magical?
General Themes	<p><u>Term 1 – All About Me</u> Me and My family. Heroes and Villains - Super heroes Rules, rights and responsibilities. Where am I? (Start nesting circles.) My family and home. Occupations – People who help us. <u>Term 2 – Happily Ever After</u> Traditional Tales. Seasonal change - Nocturnal animals & hibernation. Figures from the past – Guy Fawkes, Florence Nightingale. (link term 1)</p>	<p><u>Term 1 – What would an alien find exciting about Fowlmere?</u> The World, UK, Cambridge, explore Fowlmere. (Complete nesting circles.) Space – Historical figures – the earth, moon. <u>Term 2</u> The past – chn’s past, interviewing a grown up familiar to them. Dinosaurs – Mary Anning Chinese New Year Easter.</p>	<p><u>Term 1 Our Wonderful World</u> Everyday Materials Planting & growing. Change Mini-beasts & life cycles. Habitats – sea-side habitat compared to garden habitat.</p> <p><u>Term 2</u> Africa Looking after our World.</p>
<p>COEL</p> 	<p><u>Characteristics Of Effective Learning.</u> The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things, and “have a go” • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements 		



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<p>Over-Arching Principles</p>	<ul style="list-style-type: none"> • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. <p>At Fowlmere Primary School we have three learning dinosaurs which are based on the Characteristics of Effective Learning. They support the children by providing the language they need to explain the skills they are using whilst they are learning.</p> <p>“Play is central to learning and for most children it is natural and unthwartable.” (Page, Clare and Nutbrown 2013:76)</p> <p>At Fowlmere Primary School, we believe that play is essential for children’s development across all areas – it supports their confidence, helps children to develop positive relationships, explore what is possible and solve problems. Children learn by leading their own play and also by taking part in play and activities which is guided by adults.</p> <p>Children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. (Page, Clare and Nutbrown 2013:76)</p>					
<p>Assessment</p>	<p>In house baseline assessment on entry. National baseline data by end of term. Phonics & key word. ELD projections for end of year. Intervention map.</p>	<p>On-going assessments Phonics & key word assessment. End of unit assessments. Parents evening Pupil progress meetings.</p>	<p>GLD Assessments On-going assessments Phonics & key word assessment. End of unit assessments. Pupil progress meetings.</p>	<p>On-going assessments Phonics & key word assessment. End of unit assessments. Parents evening.</p>	<p>On-going assessments Phonics & key word assessment. End of unit assessments.</p>	<p>On-going assessments Phonics & key word assessment. End of unit assessments. End of Year data</p>



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<p>Parental Involvement</p>	<p>Tapestry Phonics/reading meeting. Show and Tell Coffee and chat with Teacher</p>	<p>Tapestry Nativity play Parents Evening Phonics workshop.</p>	<p>Tapestry</p>	<p>Tapestry Egg Fling Parents Evening</p>	<p>Tapestry</p>	<p>Tapestry Sports Day</p>
<p>British Values</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. (Achieved through celebrations – stained glass windows, Diwali,.)</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Mutual respect</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>



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<p>Focused Areas</p>	<p><u>Term 1</u> Me and My family. Rules, rights and responsibilities. Where is the school? People who help us. The past – chn’s past, Super heroes <u>Term 2</u> Heroes and Villains - Traditional Tales. Polar Regions? Nocturnal animals & hibernation. Diwali & Christmas</p>	<p><u>Term 1</u> Space Where is the school? The World, UK, Cambridge, explore Fowlmere. <u>Term 2</u> The past – interviewing a grown up familiar to them. Dinosaurs – Mary Anning Chinese New Year Easter.</p>	<p><u>Term 1</u> Everyday Materials Planting & growing. Mini-beasts & life cycles. <u>Term 2</u> Africa Looking after our World.</p>
<p>High Quality Key Texts (used to underpin the themes)</p>	<p>Stick Man, We’re Going on a Bear Hunt, The Three Little Pigs, The Gingerbread Man. Supertato, Traction Man, The Great Big Book of Families.</p>	<p>Beegu, Whatever Next, Man on the Moon, Aliens Love Underpants, The Way Back Home, Here We Are, Someone Swallowed Stanley, Megladon, Dear Dinosaur,</p>	<p>What the Ladybird Heard, The Enormous Turnip, Peep Inside :Bug Homes, Tree :Seasons Come Seasons Go, The Hungry Caterpillar, Tad, The Bee Book, Jack and The Beanstalk, Handa’s Surprise, We’re Going on A Lion Hunt. Someone Swallowed Stanley, If Sharks Disappeared,</p>
<p>Other Possible Texts</p>	<p>Goldilocks, The Queen’s Hat. The Window Book – Jennie Barker, All Aboard the London Bus, Rosie’s Walk, Jolly Postman, Foggy Foggy Forest, Penguins,</p>	<p>Non-fiction dinosaur texts. Sam and Dave Dig a Hole. Lost Words, Atlas’ and maps. How to Catch a Star, St George and the Dragon, Chocolate Mug Cake</p>	<p>One Child One Seed. The Giant Jam Sandwich, Jack and the Jelly Bean. Oi! Frog! Arghh! Spider! Dear Zoo, Sharing a Shell, The Rainbow Fish, ABC of Africa</p>
<p>Wow Moments Key Events</p>	<p>Xmas Performance Post a letter. Village walk Cooking gingerbread Forest School</p>	<p>Visit Sedgwick Museum, Cambridge. Cooking Space day/afternoon</p>	<p>Make sandwiches and healthy fruit kebab. Cook potatoes we have grown. Visit a zoo – Woburn or Seaside.</p>



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	Theatre visit		Planting and growing plants from seed.
Communication & Language	Understand how to listen carefully and why listening is important. Learn new vocabulary.		→
PSED	Factors that support overall health and well-being - Being a safe pedestrian, Stranger Danger, railway safety. Emotions. Different types of families, how we are all different/same. Being positive. Learning to work with each other.	Well being day – 1 st day return school after xmas. Feelings & finding positive when feeling negative. Positivity- What are you good at? Factors that support overall health and well-being - Sensible amounts of screen time. Characteristics of Effective Learning – Dinosaurs.	Factors that support overall health and well-being – healthy eating, toothbrushing, good sleep routine.
PD			
Literacy	Read individual letters by saying the sounds for them. Blend sounds into words, reading short words made up from known letter-sound correspondences. Read some letter groups. Read common exception words matched to phonics programme. Read simple phrases and letters made up of words with known letter-sound correspondences. Spell words by identifying the sounds and then writing the sound with the letters. (Write short phrases.)	Form lower and capital letters correctly. Start to write words/phrases with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	→ → → →
Understanding the World (History Strand)	Talk about members of their immediate family. Begin to make	Comment on images of familiar situations in the past. (Eg	



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	<p>sense of their own life-story.. children as babies. (and family’s history - photos memories .. Spring term). Comment on images of familiar situations in the past such as home or school. Show and Tell – Occupations. Name and describe people who are familiar to them, including people in the community such as police, nurses etc.</p> <p>Florence Nightingale Guy Fawkes.</p>	<p>stories artefacts and accounts explaining differences and similarities. Visit a local area of historical importance. Images of familiar situations in the past -home. Basic chronology, recognising things before they were born.) Show and Tell – objects or the past of a parent/grandparent. Compare and contrast characters from stories, including figures from the past – fictional and non-fictional figures from a range of cultures. (Dinosaurs. Mary Anning Show and Tell – Chn to retell what their parents or grandparents told them about their life-story and family.) Comment on images of familiar situations in the past such as home or school.</p>	<p>Draw out common themes such as bravery, difficult choices and kindness (St George and the Dragon, Tim Peake, Mary Anning from Spring term.)</p>
<p>Understanding the World (Geography Strand)</p>	<p>Simple map – Draw children to immediate environment. Familiarise chn with the name of the road, village/city school located in.</p>	<p>Opportunities to draw simple maps of environment or story setting.</p>	<p>Teach children about places in the world that contrast with locations they know well. and differences. (Africa)</p>



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	<p>Look at aerial views of the school setting and comment on what they can see.</p>	<p>Contrasting location – space/moon. (China linked briefly to Chinese New Year) Nesting Circles – Fowlmere is in England in the UK, on the planet Earth. Google Earth ...to zoom into places on Earth. Water and Land, aerial views of Fowlmere, school.</p>	<p>Use relevant, specific vocabulary to describe contrasting locations. Know there are different countries in the world and talk about differences they have seen. Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live... The World, water animals within, looking after the world.</p>
<p>Understanding the World (RE strand)</p>	<p>Develop positive attitudes about the differences between people.</p>	<p>Understand that some places are special to members of their community. (Worship and places of local importance to the community ...to children. Recognise people have different beliefs and celebrate different special times in different ways. (Chinese New Year) Pg 110</p>	<p>Develop positive attitudes about the differences between people.</p>



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	Harvest Diwali – Hindu -Nov Christmas - Dec	Chinese New Year – Jan Easter	Ramadan & Eid (end of Ramadan) Muslim - July
Understanding the World (Science strand)	<p>Provide frequent opportunities for outdoor play and exploration. Foster curiosity of the outdoors using senses. (Use The Butts)</p> <p>Use all their senses in hands on exploration of natural materials. Explore collections with similar/and or different properties.</p> <p>Observe & interact with natural processes . Explore forces – stretching an elastic band, snapping a twig, a magnet attracting an object. Frozen Ocean and ice experiments. (ice lolly experiment.) My breath experiment.</p>	<p>Light travelling through transparent material. Objects casting a shadow.</p> <p>Materials – sorting and exploring properties such as flexibility, magnetism. Reflective/non-reflective.</p> <p>Close observation of and the natural world. Spring.</p> <p>Day and night, the moon and it's phases.</p> <p>Space science experiments. Floating Dinosaur Rescue Explore how things work. (vehicles.. wind up toys, pulleys, sets of cogs)</p>	<p>Discuss how we care for the natural world.</p> <p>and drawing of.</p> <p>Sound causing a vibration</p> <p>Food decomposition.</p> <p>Name and describe some plants and animals the children are likely to see,</p>



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	<p>Understand the changing effect of the weather on the natural world around them. Throughout the year observe how animals behave differently as the seasons change.</p> <p>Investigation – could be best material for 3 Little Pigs home (wind), bubble, Putting Gingerbread Man in different substances eg liquid, solid.</p> <p>Observe & interact with natural processes .</p>	<p>Explore how different materials float and sink.</p> <p>Dinosaurs – herbivore, carnivore, omnivore.</p> <p>Cooking – explore combining ingredients and them cooling or heating them.</p> <p>Materials – sorting and exploring properties such as flexibility, magnetism.</p> <p>Explore materials - Changing states of water. (Ice investigation - melting, adding salt.)</p>	<p>encouragement to recognise familiar plants and animals/ minibeasts.</p> <p>Plant seeds and care for growing plants. How plants grow, parts of a plant. Understand the key features of the life cycle of a plant and an animal. (caterpillars) Butterfly Balancing activity. Animals families - mammals, reptiles.</p>
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EAD	<p>Different ways to join media. Make a basket for grandma’s fruit.</p> <p>Joan Miro, portraits. Pretend play, develop complex stories using small world, make imaginative and complex ‘small worlds’ using blocks and construction kits.</p> <p>Explore textures. Join different materials.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail.</p>	<p>Nature Sculptures, Paul Klee,</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings.</p> <p>Explore colour and colour mixing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Make a musical instrument. Prepare & cook potatoes we have grown. African Patterns. Kandinsky,</p> <p>→</p> <p>→</p> <p>→</p> <p>Create collaboratively.</p> <p>→</p>



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	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shapes of familiar songs.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	
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