



EYFS Long Term Plan - Class 1

Based on the new Development Matters and Revised Statutory Framework 2021



Seven key features of effective practice

- 1) The best for every child
- 2) High-quality care
- 3) The Curriculum: what we want children to learn
- 4) Pedagogy: helping children to learn
- 5) Assessment: checking what children have learnt
- 6) Self-regulation and executive function
- 7) Partnership with parents

Supporting metacognition (thinking about thinking):

Hand actions, carefully chosen and repeated phrases to explain the process of thinking and remembering in child friendly language, class displays and pirate "ARRRGH!"

Revised EYFS Curriculum 2021-2022	Autumn key learning	Spring key learning	Summer key learning
	Characteristics of Effective Teaching & Learning		
	Playing and exploring – investigate, experience, 'have a go'	Active learning – concentrate, keep trying when difficulties are encountered, and enjoy achievements	Creating and thinking critically – have and develop own ideas, make links between ideas, develop strategies for doing things
Prime Areas of Learning			
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers in our language-rich environment is crucial.		
(Literacy)	Listen carefully Have high quality conversations with interested adults and with peers Engage in story times Learn new vocabulary Listen to and learn rhymes and songs Listen to and talk about stories Ask questions and articulate ideas Develop social phrases & greetings Class 1 bedtime story day	Listen to & retell stories Listen to & learn songs & rhymes paying attention to how they sound Learn & use new vocabulary Ask questions and articulate ideas in well-formed sentences Describe events in detail Talk to work out problems and give explanations (e.g. how and why) Family invited to read at story time Talking Tables (group talking and writing) begins in class	Learn rhymes, poems and songs Listen to & talk about non-fiction to deepen new knowledge & vocabulary Learn & use new vocabulary in different contexts Connect ideas using a range of connectives (including because, and, but) Families invited to Talking Tables workshop with the children
Personal, social and emotional development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.		
(PSHE, RSE)	See and feel themselves to be a valuable individual Build constructive & respectful relationships Me and My New Friends topic Express their feelings and consider the feelings of others	Show resilience and perseverance in the face of challenge Identify & moderate own feelings Know and talk about their health and wellbeing: <ul style="list-style-type: none"> ○ Healthy relationships 	Show resilience and perseverance in the face of challenge Think about the perspective of others Know and talk about their health and wellbeing: <ul style="list-style-type: none"> ○ Healthy relationships

	<p>Manage own needs</p> <ul style="list-style-type: none"> ○ Healthy relationships ○ Personal hygiene ○ Being a safe pedestrian 	<ul style="list-style-type: none"> ○ Physical activity ○ Healthy eating ○ Tooth brushing ○ Being a safe pedestrian <p>999 Emergency services People Who Help Us topic</p>	<ul style="list-style-type: none"> ○ Tooth brushing ○ Screen time ○ Sleep routines ○ Being a safe pedestrian <p>NSPCC 0800 1111, Pantosaurus</p>
	<p>Personal safety and wellbeing throughout the year:</p> <ul style="list-style-type: none"> ✓ Wellbeing warriors and class special person ✓ Children select their 'special adult' ✓ Candle Time - stories and discussions about recognising and expressing feelings and emotions ✓ Road safety – STOP, LOOK, LISTEN, THINK, is it safe? ✓ Handwashing and hygiene ✓ Building trusting, respectful relationships ✓ Personal safety online and offline ✓ Self-regulation, understanding and respect for self and others 		
<p>Physical development (PE)</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.</p>		
<p>Revise and refine fundamental moving skills – roll, crawl, walk, jump, run, hop, skip, climb</p> <p>Develop small motor skills competently, safely & confidently – pencils, scissors, paintbrush, knife, fork, spoon</p> <p>Learn how to use scissors for arts and knives for cookery</p> <p>Safely play at heights and learn to lift heavy objects in our school woodland area</p> <p>PE: Football skills and multi-sports</p>	<p>Fluent moving with control & grace Develop strength, co-ordination, balance & agility, use apparatus Combine different movements Develop core muscle strength – good posture Further develop confidence and competence with balls skills</p> <p>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>PE: Gymnastics/dance and multi-sports Class Yoga</p>	<p>Develop foundations of a handwriting style that is fast, accurate & efficient</p> <p>Know and talk about factors that support health and wellbeing</p> <p>Further develop daily life skills – safety in school, meal times, personal hygiene</p> <p>PE: Tennis and multi-sports Class Yoga</p>	

Specific Areas of Learning

Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
SSP	<p>Read individual letters by saying the sound for them Blend sounds into words made of known sound-letter correspondences Read some letter groups that each represent one sound Read a few common exception words</p> <p>Children take home our class bear called Buddy, to share favourite bedtime stories with him.</p> <p>Daily access to class reading area – sofa, cushions, baskets of books and bears.</p> <p>Class books: The Boy on the Bus (Penny Dale) Room on the Broom (Julia Donaldson)</p>	<p>Read simple phrases and sentences with words made of known letter-sound correspondence and a few exception words Re-read these books to build confidence in word reading, fluency, understanding and enjoyment Form lower-case and capital letters correctly Spell words</p> <p>Family story time – rota for family and friends to sign up and read a story to Class 1.</p> <p>Daily access to class reading area – sofa, cushions, baskets of books and bears.</p> <p>Class books: This is our house (Michael Rosen) The Elves and the Shoemaker (Jim La Marche)</p>	<p>Write short sentences using known sound-letter correspondences, capital letter and full stop Re-read own writing and check it makes sense</p> <p>Children now take home our cuddly Book Babies to continue enjoying reading at home.</p> <p>Daily access to class reading area – sofa, cushions, baskets of books and bears.</p> <p>Class books: The Proudest Blue (Ibtihaj Muhammad) 10 things I can do to help my world (Melanie Walsh)</p>
<p>See PDF Class 1's Book List (found on class page of school website) for details of more high quality books which shape our curriculum term by term</p>			
<p>Rocket Phonics - Working at sound, word and sentence level: developing blending for reading, segmenting for spelling, letter formation for handwriting, vocabulary and comprehension for understanding. Daily reading and writing as a whole class and in smaller groups..</p>			
	<p>s, a, t, i, p, n, m, d, g, o, c, k ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>(l, the, go, to, no, into)</p>	<p>j, v, w, x, y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, oo</p> <p>(he, she, we, me, be, was, my, you, her, they, all, are)</p>	<p>ar, or, ur, ow, oi, ear, air, ure, er wh, ph, ay, a-e, a, e-e, ie, ea</p> <p>(some, one, said, come, do, so, were, when, have, there, out, like, little, what)</p>

<p>Mathematics</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p>		
<p>White Rose Hub</p>	<p>Count objects actions and sounds:</p> <ul style="list-style-type: none"> ○ 1-to-1 correspondence ○ Last number counted is the total in a set ○ Predict how many before counting ○ Count a smaller number from a larger group ○ Count in everyday routines, songs, games, stories <p>Subitise – recognition of number without counting Link the numeral with its cardinal number value</p> <p>Select, rotate, manipulate shapes Copy & create repeating patterns</p>	<p>Compare numbers Understand one more than/less than relationship in songs, adding & taking away Count beyond 10</p> <p>Compose and decompose shapes to see other shapes within a shape, Copy & create repeating patterns Compare length, weight & capacity</p>	<p>Count beyond 10 Adding & taking away Explore the composition of numbers to 10 Automatically recall number bonds for 0-5 and some to 10</p> <p>Compose and decompose shapes to see other shapes within a shape, Copy & create repeating patterns Compare length, weight & capacity</p>
	<p>Match, sort, compare amounts Represent, compare, composition of 1,2,3 Represent numbers to 5, One more, one less</p>	<p>Introduce zero, Compare numbers to 5 Composition of 4 & 5, 6, 7 & 8 Combining 2 amounts, Making pairs, Counting to 9 & 10, Comparing numbers to 10, Bonds to 10</p>	<p>Building numbers and counting patterns beyond 10 Adding more, taking away Doubling, sharing & grouping, even & odd Deepening understanding, patterns and relationships</p>
<p>Understanding the world</p> <p>(Science, History, Geography, RE)</p> <p>Computing</p>	<p>We guide children to make sense of their physical world and their community. Experiences in our locality and a rich selection of high quality books help children understand our culturally, socially, technologically, and ecologically diverse world. Together we begin to explore their role within it and the positive impact they can have.</p>		
	<p>Talk about members of their family & community Name and describe people who are familiar to them</p> <p>Understand that some places are special to members of their community</p> <p>Explore the natural world around them Describe what they see, hear, feel outside</p> <p>Caring and Sharing topic</p> <p>Smartboard, CD player Careful use together</p>	<p>Draw information from a simple map</p> <p>Recognise similarities and differences between life in this and other countries (Fairtrade Fortnight) Recognise that people have different beliefs and celebrate in different ways</p> <p>Continue to explore the natural world around them Life Cycles topic Recognise some environments that are different to where we live</p> <p>Smartboard, CD player, iPad Safe use – ask and tell a trusted adult</p>	<p>Comment on images of familiar situations from the past Compare and contrast characters from stories, including figures from the past Toy Museum topic</p> <p>Understand the effect of the changing season on the world around them</p> <p>Consider the impact humans have on local and word environments and the positive impact they can have</p> <p>Smartboard, CD player, iPad, Bee-Bots Safe use – ask and tell a trusted adult</p>

<p>Class learning & school events</p> <p>RE Themes (NY Agreed Syllabus)</p>	<p>Harvest, Odd Socks Day, Anti-Bullying Week, Poppy Day, Children in Need, Diwali, Christmas, Save the Children Christmas jumper days</p> <p>Which stories are special and why? Which people are special and why?</p> <p>‘Out and About’ – autumn and winter in the woods</p> <ul style="list-style-type: none"> • Safety by road, woods, water’s edge • Signs of seasonal change • Use the senses to explore the local environment • Name conkers, beech nuts, pheasant, sparrow, robin 	<p>Chinese New Year, Internet Safety Day, Fairtrade Fortnight (Pablo Super Banana), Holi, Easter</p> <p>Which places are special and why? Which times are special and why?</p> <p>‘Out and About’ – winter and spring in the woods</p> <ul style="list-style-type: none"> • Safety by road, woods, water’s edge • Signs of seasonal change • Feed the birds, make bird cakes • Name blackbird, chaffinch, blue tit 	<p>Ramadan & Eid, Diversity Week, Comic Relief, British Science Week,</p> <p>Where do we belong? What is special about our world?</p> <p>Perfect Pollinators topic</p> <p>‘Out and About’ – autumn and winter in the woods</p> <ul style="list-style-type: none"> • Safety by road, woods, water’s edge • Signs of seasonal change • Care for and name mini beasts, make bug houses • Name jackdaw, blue tit, great tit, house martin (nesting at school)
<p>Expressive arts and design</p> <p>(Music, Art, D&T)</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p>		
	<p>Explore, use and refine artistic effects to express ideas and feelings Listen attentively, move to and talk about music expressing feelings</p> <p>Drawing and painting</p> <p>Perform in Harvest and Christmas shows for family and friends</p> <p>Prepare and cook seasonal vegetable/ pumpkin soup</p>	<p>Return to and build on previous learning, refining ideas and how to represent them Develop storylines in pretend play Watch and talk about dance and performance art, expressing feelings</p> <p>Drawing, painting and modelling</p> <p>Prepare and chop Fairtrade fruit salad</p>	<p>Create collaboratively sharing ideas, resources and skills Sing matching pitch and following melody Explore and engage in music making, dance and performing</p> <p>Drawing, painting, designing and modelling</p> <p>Perform in Class performance for family and friends</p> <p>Prepare and cook locally collected wild garlic bread & summer pasta sauce/ soup</p>
	<p>Throughout the year: Daily singing of poems, rhymes and songs Daily opportunities for free and observational drawing of seasonal/ topic based stimuli</p>		

****Key learning statements follow the Revised EYFS Framework and Development Matters 2021 sequence for children in reception **Additional learning at Lothersdale to provide an ambitious EY curriculum for our children **Supporting statements from the EYFS Statutory Educational Programmes**