

# EY 1 Long Term Plan 2017/2018

Term	PSED	CL & L	Maths	UW	PD	EA&D	Events
Autumn	Developing positive relationships Independence & self-help	Showing awareness of the listener  Naming and labelling	Exploring and using numbers  Developing an awareness for using number names in order	Using senses to investigate  Exploring experiences of personal interest / personally significant events	Developing health awareness  Using equipment to develop small and large motor skills	Exploring patterns in visual art  Singing songs	Meet the parents & new pupil orientation.
	Developing citizenship skills - following rules showing an awareness of own and other's needs	Developing interest with and responding to shared stories  Exploring language for thinking and problem solving	Comparing quantities  Exploring & creating patterns	Recognising own and other's needs  Exposure to and exploring ICT and other technologies to support learning	Moving with confidence, control and co-ordination  Showing awareness of space	Music making and responding with movement  Experimenting with colour and texture	Parent INSET - EYFS Curriculum  Creep show Disco
	Responding to experiences	Exploring mark making using a variety of materials and developing pre-writing skills such as holding writing materials with growing control	Exploring shape in 2D and 3D dimensions  Using everyday language to talk about size, weight, capacity, position and distance	- Selecting and using technology for particular purposes • (eg: scissors for cutting etc)	Moving with confidence and imagination in, around, over and under obstacles	Exploring 2D/3D art and construction  Exploring imagination in drama and role play	Open Day  Math's week – EY & KS1 pattern day
	Developing the motivation to learn	Listening to and following instructions involving multiple ideas or actions					2 yr old check if necessary
	Interest in trialling new activities and ways of doing things	Listen to shared stories in 1:1 scenarios and a part of a larger group  Imagining and recreating roles.					Baseline Assessment
	Developing confidence to speak in a familiar group with familiar adults						Parent INSET - literacy skills development
	Develop sharing and turn taking skills independently						Teachers Day  EY/KS1 end of year concert

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Learning and teaching at the EY1 phase encompasses all developmental learning areas. Assessment of learning is based on the 3 prime areas (PSED, C&L, PD).

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# Spring

<p>Selecting activities and using resources independently</p> <p>Recognising routines and significant cycle</p> <p>Demonstrating awareness for right and wrong incl: understanding consequences of actions and the cause /effect</p> <p>Responding to experiences</p> <p>Interest in trialling new activities and ways of doing things</p> <p>Developing empathy</p> <p>Developing confidence to speak in a familiar group with familiar adults</p> <p>Develop sharing and turn taking skills independently</p>	<p>Imagining and recreating roles</p> <p>Exploring sounds (environmental, patterns)</p> <p>Listening to stories, accurately anticipating what is heard with relevant comments, questions or actions</p> <p>Developing spoken language with more complexity – expressive and receptive language use</p> <p>Responding appropriately while engaged in another activity (multi-tasking)</p> <p>Hearing and developing skills for using language in many contexts</p> <p>Exploring the idea of sound segmentation through rhythmic experiences</p> <p>Exploring mark making using a variety of materials and developing pre-writing skills such as holding writing materials with growing control</p> <p>Listening to and following instructions involving multiple ideas or actions</p>	<p>Exploring and developing complexity to use everyday maths' language</p> <p>Exploring characteristics of everyday objects and shapes and using mathematical language to describe them</p> <p>Exploring 2D Shapes</p> <p>Solving shape problems</p> <p>Using everyday language to talk about size, weight, capacity, position and distance</p>	<p>Exploring why things happen and how things work. Begin to ask how and why questions</p> <p>Building, constructing and adapting work / ideas</p> <p>Expanding skills with selecting tools and techniques for a desired outcome</p> <p>Finding out about living things</p> <p>Exposure to and exploring ICT and other technologies to support learning</p> <ul style="list-style-type: none"> <li>- Selecting and using technology for particular purposes             <ul style="list-style-type: none"> <li>• (eg: scissors for cutting etc)</li> </ul> </li> </ul>	<p>Demonstrating spatial awareness</p> <p>Using small and large equipment with ease</p> <p>Developing control with drawing and writing materials and classroom tools</p> <p>Developing self-management skills (independence and autonomy)</p> <p>Handling materials with safety and control</p> <p>Moving with confidence and imagination in, around, over and under obstacles</p>	<p>Exploring a growing range of techniques, ideas and skills</p> <p>Experimenting with colour, texture, design, form and function</p> <p>Using what has been practiced and learnt about media and materials in increasingly controlled ways</p> <p>Demonstrating a developing awareness about thinking of uses and purposes</p>	<p>Sports day</p> <p>Science Week</p> <p>TET celebration – EY flower show excursion</p> <p>Global Arts / Culture wk</p> <p>Assessment week</p> <p>Parent INSET mathematical development</p> <p>Mother Tongue /Book wk</p> <p>Primary Sports Day</p> <p>Earth Day / Environ wk</p> <p>Fun Day</p> <p>International music day</p>
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# Summer

<p>Showing recognition for preferred class texts and songs, using language to request</p> <p>Demonstrating preference through; language or mimicry</p> <p>Recognition for preferred people &amp; developing friendships.</p> <p>Develop sharing and turn taking skills independently</p>	<p>Using talk to organise ideas</p> <p>Answering 'how' and 'why' questions about experiences and in response to stories or events</p> <p>Exploring pre-reading opportunities with more complexity</p> <p>Hearing and developing skills for using language in many contexts</p> <p>Exploring the idea of sound segmentation through rhythmic experiences</p> <p>Exploring the idea of sound segmentation through rhythmic experiences</p> <p>Developing own verbal narratives and explanations</p> <p>Developing a recognition for simple story sequences with familiar texts</p> <p>Listening to stories, accurately anticipating what is heard with relevant comments, questions or actions</p> <p>Developing spoken language with more complexity – expressive and receptive language use</p>	<p>Exploring the idea of more and less</p> <p>Developing an awareness of positional language. Solving spatial problems</p> <p>Counting reliably to 5 or more with one to one correspondence. Exploring and developing complexity to use everyday maths' language</p> <p>Exploring characteristics of everyday objects and shapes and using mathematical language to describe them.</p> <p>Exploring 2D Shapes</p> <p>Solving shape problems</p> <p>Using everyday language to talk about size, weight, capacity, position and distance</p>	<p>Looking at similarities, differences, patterns with growing complexity</p> <p>Exploring why things happen and how things work. Begin to ask how and why questions</p> <p>Building, constructing and adapting work / ideas</p> <p>Expanding skills with selecting tools and techniques for a desired outcome</p> <p>Finding out about living things</p>	<p>Exploring and recognising personal change</p> <p>Demonstrating spatial awareness</p> <p>Using small and large equipment with ease</p> <p>Developing control with drawing and writing materials and classroom tools</p> <p>Developing self-management skills (independence and autonomy)</p> <p>Handling materials with safety and control</p>	<p>Experimenting with ways of making change</p> <p>Exploring a wider range of materials, media and ideas for representation of thinking</p> <p>Exploring a growing range of techniques, ideas and skills</p> <p>Sequencing and developing sound patterning – word/language play</p> <p>Using what has been practiced and learnt about media and materials in increasingly controlled ways</p> <p>Demonstrating a developing awareness about thinking of uses and purposes</p>	<p>EY and KS1 Sports day</p> <p>Parent-teacher consults.</p> <p>Teddy Bears' picnic</p> <p>Assessment week</p> <p>Fun Day</p> <p>Transition Day/wk. – meet the teacher for new children enrolling</p> <p>Class parties</p> <p>EOY reports - summative assessments</p>
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