

EY 2 Long Term Plan 2017/2018

Term	PSED	CL & L	Maths	UW	PD	EA&D	Events
Autumn	Developing positive relationships Independence & self-help skills.	Interacting and negotiating with others.	Using number names in order.	Using senses to investigate.	Recognising healthy alternatives.	Exploring patterns e.g.: <i>visual art environment</i>	Meet the parents & new pupil orientation.
	Developing citizenship skills. <i>- following rules</i> <i>- awareness of own and others needs</i> <i>- responding to experience</i>	Exploring rhymes through songs and chants. Showing an awareness of the listener.	Comparing quantities <i>- finding more and less</i> <i>- subitising</i> Using relevant mathematical language.	Recognising own and other's cultures. Using ICT to support learning <i>- Selecting and using technology for a purpose (iPads, digital camera, IWB)</i>	Using small and large equipment with increasing confidence and independence. Spatial awareness: <i>- moving with control and co-ordination.</i>	Exploring rhythm and musical activity: <i>singing</i> <i>song writing</i> <i>sound making/patternin g</i> <i>poetry / rhyme</i>	Parent INSET - EYFS Curriculum Nursery Rhyme Week
	Demonstrating and receiving respect: <i>- recognising appropriate behaviours.</i>	Naming everyday classroom items. Listen to shared stories in 1:1 scenarios and a part of a larger group.	Exploring, recognising, creating and describing patterns. Counting reliably to 5 /10 / 20 or beyond.	Demonstrating curiosity within the environment.	Showing awareness of space. Exploring creative movement. <i>- Matching movement to music.</i> <i>- Linking and adapting movements</i>	Responding to experiences creatively. Exploring a wide range of materials and media for representation of ideas.	Creep show Disco Open Day
	Choosing appropriate resources.	Develop language for thinking. Author, book and genre studies.	Exploring, recognising and representing shape. <i>(incl: the properties of 2D shapes)</i>	Exploring spaces, objects, living things and materials.	Exploring a range of tools and materials.	Experimenting with colour, design, texture, form and function.	Math's week – EY & KS1 pattern day Baselines
	Developing empathy skills for one another.	Exploring mark making using a variety of materials and developing pre-writing skills such as holding writing materials with growing control.	Using everyday language to talk about size, weight and capacity.			Engaging in role play opportunities.	Parent INSET - literacy skills development Teachers Day EY/KS1 end of year concert

Spring

Exploring learning environments independently.

Ability to seek adult support when necessary.

Developing interest in trialling new activities and ways of doing.

Showing empathy.

Selecting activities and using resources independently.

Developing positive relationships Independence & self-help skills.

Developing citizenship skills.
-following rules
-awareness of own and others needs
- responding to experience

Demonstrating and receiving respect:
- recognising appropriate behaviours.

Begin Phase 1 Letters and Sounds program.

Imagining and recreating roles and experiences.

Sequencing stories.

Exploring non-fiction texts.

Listening to stories - accurately anticipating what is heard and responding with relevant comments, questions or actions.

Responding appropriately while engaged in another activity (multi-tasking).

Engage in mark making activities that explore line formations and other pre writing skills.

Extending vocabulary through songs, chants and rhymes.

Exploring size relationships using mathematical language

Exploring characteristics of everyday objects and shapes and using mathematical language to describe them.

Exploring 2D and 3D shapes. Looking at properties.

Describing positions of everyday objects in relation to each other;
 - *the teddy bear is on the chair*
 - *the teddy bear is behind the chair etc*

Counting reliably to 5 /10 / 20 or beyond.

Exploring why things happen and how things work.

Begin to adapt their ideas and work to better suit their ideas

Selecting tools and techniques.

Finding out about living things.

Communicating simple planning techniques for investigations and constructions.
 - Creating a plan drawing

Identifying features in the built and natural world.

Travelling around, under, over and through obstacles with confidence and control.

Developing control with writing materials.

Handling materials with safety and control.

Developing control and co-ordination in large and small movements.

Exploring a range of techniques and skills.

Exploring:
- symbolic, representational & observational drawing.
- drawings from memory and imagination.

Exploring preferences for creative expression.

Exploring and creating 2D/3D art.

Exploring rhythm and musical activity:
singing
song writing
sound making/patternin g
poetry / rhyme

Responding to experiences creatively.

Creating and recreating role play opportunities.

Open day

Sports day

Science Week

TET celebration – EY flower show excursion

Global Arts / Culture wk

Assessment week

Parent INSET *mathematical development*

Mother Tongue /Book wk

Primary Sports Day

Earth Day / Environ wk

Fun Day

International music day

Summer

<p>Understanding consequences of actions / cause and effect</p> <p>Managing feelings appropriately.</p> <p>Maintaining concentration and attention.</p> <p>Recognising changes.</p> <p>Playing co-operatively, taking turns & sharing.</p> <p>Begin to demonstrate sustained involvement and perseverance in self-chosen tasks and activities.</p>	<p>Begin Phase 1 Letters and Sounds program.</p> <p>Imagining and recreating roles and experiences</p> <p>Finding information from many sources to support learning.</p> <p>Exploring character and elements of stories; - <i>book studies</i></p> <p>Using talk to organise ideas and thinking.</p> <p>Answering 'how' and 'why' questions about experiences and in response to stories or events.</p>	<p>Experiments with a range of objects and materials showing some mathematical awareness.</p> <p>Sorts or matches objects and talks about sorting.</p> <p>Describes shapes in simple models, pictures and patterns.</p> <p>Uses everyday words to describe position.</p> <p>Recognises numerals 1 to 9.</p> <p>Counts beyond 10/15/20 accurately.</p>	<p>Discovering immediate and local environment.</p> <p>Looking at similarities, differences, patterns and change.</p> <p>Using senses to investigate.</p> <p>Recognising own and other's cultures.</p> <p>Using ICT to support learning - <i>Selecting and using technology for a purpose (iPads, digital camera, IWB)</i></p> <p>Begin to adapt their ideas and work to better suit their ideas</p> <p>Communicating simple planning techniques for investigations and constructions. - Creating a plan drawing</p> <p>Identifying features in the built and natural world.</p>	<p>Travelling around, under, over and through obstacles with confidence and control.</p> <p>Developing control with writing materials.</p> <p>Handling materials with safety and control.</p> <p>Developing control and co-ordination in large and small movements.</p> <p>Exploring a range of games and activities requiring codes of play and teamwork.</p>	<p>Art & Artist genre studies: <i>exploring differences, preferences, styles</i></p> <p>Exploring a range of techniques and skills.</p> <p>Exploring: - <i>symbolic, representational & observational drawing.</i> - <i>drawings from memory and imagination.</i></p> <p>Exploring preferences for creative expression. - <i>and techniques#</i> - <i>emotions in art and other creative means, e.g.: (music & colour)</i></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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Learning and therefore, planning at the Foundation Stage level is completely cross-curricular by nature. All items on the long term plan for EY2 & 3 are constantly integrated and revisited throughout the year as appropriate and differentiated for age / development stage. Items in long term plan are not necessarily dictated by school term.

Learning and teaching at the EY1 phase encompasses all developmental learning areas and the full spectrum of learning goals. Assessment of learning is based on all learning goals outlined in the Profile.

Topics and themes of interest emanate from children's interests and fascinations as they occur and are woven into curriculum and are also the result of teachers' identification of a need. These may result in short, medium or longer term project work with small or larger groups and covers all learning areas.