

EY 3 Long Term Plan 2017/2018

Term	PSED	CL & L	Maths	UW	PD	EA&D	Events
Autumn	Developing positive relationships Independence & self-help skills.	Introduce phase 1 L & S activities.	Using number names in order.	Using senses to investigate exploring spaces, objects, living things and materials.	Recognising healthy alternatives.	Exploring colour, design, texture, form and function patterns using different forms of media	Meet the parents & new pupil orientation.
	Developing citizenship skills <i>-following rules</i> <i>-awareness of own and others needs</i> <i>- responding to experiences</i>	Exploring rhyme & alliteration. Showing an awareness of the listener.	Exploring mathematical language to describe groups and amounts of objects.	Exploring past and present.	Recognising change after being active.	Experiment rhythm and musical activity: <i>singing</i> <i>song writing</i> <i>sound making/patternin g</i> <i>poetry / rhyme</i>	Parent INSET - <i>EYFS Curriculum</i>
	Respecting cultures.	Naming, labelling & captioning	Comparing quantities <i>- finding more and less</i> <i>- subitising</i>	Recognising own and other's cultures.	Spatial awareness: <i>- moving with control and co-ordination.</i>	Showing awareness of space.	Nursery Rhyme Week
	Demonstrating and receiving respect: <i>- recognising appropriate behaviours.</i>	Listening to and responding to shared stories.	Exploring, recognising, creating and describing patterns.	Using ICT to support learning <i>- Selecting and using technology for particular purposes</i>	Exploring creative movement. <i>- Matching movement to music.</i> <i>- Linking and adapting movements</i>	Exploring a range of tools and materials.	Creep show Disco
	Practicing organisation of own activity, choosing materials independently.	Developing own narratives, descriptions and explanations.	Counting reliably to 5 /10 / 20 or beyond.	Constructing in purposeful ways.		Responding to experiences creatively.	Open Day
	Recognising personal responsibility, obligations and limitations.	Exploring language for thinking.	Exploring, recognising and representing shape.	Explore directional Language.		Exploring a wide range of materials and media for representation.	Math's week – <i>EY & KS1 pattern day</i>
		Author, book and genre studies.	Solving shape problems.			Expressing ideas creatively.	Baselines
		Linking sounds to letters.	Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.			Exploring imagination in Drama and role play	Parent INSET - <i>literacy skills development</i>
		Blending and Segmenting sounds for pre-reading and pre-writing skills development.	Solving number problems using manipulatives.			Creativity in: <i>- communicati on</i> <i>- performance</i> <i>- representatio n</i>	Teachers Day
		Exploring emergent writing.					EY/KS1 end of year concert
	Following instructions involving several ideas or actions.						

Spring

<p>Developing motivation to learn.</p> <p>Developing interest in trialling new activities and ways of doing.</p> <p>Recognising diversity.</p> <p>Showing empathy.</p> <p>Developing confidence to speak in a familiar group and to share ideas.</p> <p>Demonstrating awareness for right and wrong</p>	<p>Begin Phase 2 Letters and Sounds program.</p> <p>Imagining and recreating roles and experiences.</p> <p>Exploring initial, middle and final sounds in CVC words.</p> <p>Sequencing stories.</p> <p>Exploring non-fiction texts.</p> <p>Listening to stories - accurately anticipating what is heard and responding with relevant comments, questions or actions.</p> <p>Exploring sentence structures.</p> <p>Exploring punctuation.</p> <p>Responding appropriately while engaged in another activity (multi-tasking).</p> <p>Exploring high frequency words and tricky words.</p> <p>Practicing letter formation.</p> <p>Extending vocabulary.</p>	<p>Solving number problems.</p> <p>Solving Word problems.</p> <p>Solving measurement problems</p> <p>Exploring size relationships and mathematical language</p> <p>Exploring characteristics of everyday objects and shapes and using mathematical language to describe them.</p> <p>Introducing tools for calculation (tens frame, number line etc)</p> <p>Using calculation vocabulary</p> <p>Exploring 2D and 3D shapes</p> <p>Describing positions</p>	<p>Exploring why things happen and how things work.</p> <p>Building, constructing and adapting work / ideas Selecting tools and techniques.</p> <p>Finding out about living things.</p> <p>Adapting ideas and work.</p> <p>Communicating simple planning techniques for investigations and constructions.</p> <p>Identifying features in the built and natural world.</p> <p>Recognises own culture and that of others.</p> <p>Uses ICT to support learning - <i>Selecting and using technology for particular purposes</i></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>Recognises the changes that happen to her/his body when s/he is active.</p> <p>Moves confidently in a variety of ways and is aware of space.</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.</p> <p>Using what has been learnt about media and materials in original ways: - <i>thinking about and adapting ideas for uses and purposes.</i></p> <p>Representing ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Open day</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 <i>mathematical development</i></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>Understanding consequences of actions / cause and effect</p> <p>Managing feelings</p> <p>Maintaining concentration and attention.</p> <p>Playing co-operatively, taking turns & sharing without teacher assistance.</p> <p>Demonstrate sustained involvement and perseverance, particularly when trying to solve a problem or reach a satisfactory conclusion.</p> <p>Considers the consequences of words and actions for self and others.</p>	<p>Using phonics knowledge to blend and segment.</p> <p>Finding information from many sources to support learning.</p> <p>Use talk to clarify thinking, ideas, feelings and events, exploring the meaning of sounds and new words.</p> <p>Answering 'how' and 'why' questions about experiences and in response to stories or events.</p> <p>Using phonic knowledge to decode regular words and to read them aloud accurately.</p> <p>Recognising some common irregular words.</p> <p>Caption writing.</p> <p>Caption reading.</p>	<p>Ordering, sequencing and grouping: More/less, big/small, heavier/lighter</p> <p>Combining and separating sets – problem solving Combining and taking away</p> <p>Solving spatial problems.</p>	<p>Discovering immediate and local environment.</p> <p>Looking at similarities, differences, patterns and change.</p> <p>Making simple records and evaluations of own and others' work.</p> <p>Finds out about past and present events in own life, and in those of family members and other peoples/he knows.</p> <p>Begins to know about own culture and belief and those of other people.</p> <p>Uses ICT to support learning</p> <ul style="list-style-type: none"> - <i>Selecting and using technology for particular purposes</i> 	<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>Recognises the changes that happen to her/his body when s/he is active.</p> <p>Moves confidently in a variety of ways and is aware of space.</p>	<p>Art & Artist genre studies:</p> <ul style="list-style-type: none"> - <i>exploring differences, preferences, styles and techniques# emotions in art and other creative means, e.g.: (music & colour)</i> <p>Exploring a range of techniques and skills.</p> <p>Exploring:</p> <ul style="list-style-type: none"> - <i>symbolic, representational & observational drawing.</i> - <i>drawings from memory and imagination.</i> <p>Demonstrates personal preferences for creative expression.</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.