

EYFS Long Term planning

2020/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	First 2 weeks Settling into new class and introducing class bird Followed by 2 weeks of Baseline assessment Phonics to start 5th week of term (October)	WoW Moments Creating Poppies Creating a celebrations card for someone special Bandhi Chor Remembrance Day	WoW Moments Pancake Day Chinese Stir Fry Mother's Day Cards	WoW Moments Vaisaki Children in Need World book day External Visitors	WoW Moments Chicks Hatching Growing a sunflower/ bean Restoring Garden Father's Day Cards	WoW Moments Whipsnade Zoo Trip Farm visit
Topic	8-week Term <u>Unity in the community/ Well Being/Hygiene</u>	8 week Term <u>Celebrations</u>	5 week Term <u>Once Upon a Time</u>	6 week Term <u>People who help us</u>	6 week Term <u>What a wonderful world</u>	7 week Term <u>Animal Crackers</u>
Role Play	Home Corner Mini school	Birthday Party Post Office	Bridge/water/hills Chinese Restaurant	Post Office Doctor's Surgery	Garden Centre Castle/ Jack's House	Under the sea Jungle
Main Texts	Starting school (2 weeks) Dave the Dog is worried about Coronavirus(2 weeks) Why we stay at Home – Suzie Learns about Coronavirus (2 weeks)	Kipper's Birthday? Maisy goes to a wedding	The Three Billy Goats Gruff (3 weeks) The Animal Race – Chinese New Year (2 weeks)	Non – Fiction texts The Jolly Postman	Jack and the Beanstalk (4 weeks) Jasper's Beanstalk (2 weeks)	Rainbow Fish (3 weeks) The bad- tempered ladybird (3 weeks)
PSED	Daily routine, fire alarm, toilet – wash hands, lunchtime routine	Pantasaurus Respect for cultures and beliefs	Stanger danger	Internet safety Safety in the environment	Property and belongings	Friendship – Feelings and Emotions
Artist	Self portraits Frida Kahlo / Giuseppe Arcimboldo	Patterns, colours, and shapes Kadinsky	Water colours Claude Monet	Design and Technology – construction and structures	Sunflowers Van Gogh	Animal paintings Henri Rousseau
Food Tec	Sandwiches – Teddy Bears Picnic (Consider allergies in year group)	Cupcakes (Consider allergies in year group)	Chinese Stir Fry Pancakes (Consider allergies in year group)	Hot chocolate and biscuits (Consider allergies in year group)	Fruit salad (Consider allergies in year group)	Pizza (Consider allergies in year group)

Skills and Outcomes over the term 30 – 50 Months	Skills and Outcomes over the term 40 - 60 Months		Skills and Outcomes over the term ELGs	
<p style="text-align: center;">Expressive Arts and Design</p> <p>Exploring and Using media and Materials</p> <ul style="list-style-type: none"> • Dancing and ring games • Sing familiar songs • Move rhythmically • Imitate movement to music • Tap simple repeated rhythms • Explore sound change • Begin to use lines and shapes to represent objects • Use tools for a purpose <p>Being Imaginative</p> <ul style="list-style-type: none"> • Form of expression • Express feelings through movement • Create movement in response to music • Sings songs • Imaginative role-play on first-hand experience • Build stories around toys • Use available resources to create props to support props • Captures experiences through music, dance, paint and other materials or words. 	<p>Exploring and Using media and Materials</p> <ul style="list-style-type: none"> • Explore colour change • Begin to use lines and shapes to represent objects • Describe the texture of things • Use various construction materials • Use construction pieces to build and balance • Use tools for a purpose <p>Being Imaginative</p> <ul style="list-style-type: none"> • Sings songs • Makes up rhythm • Imitates what adults are doing when the adult is not there • Imaginative role-play on first-hand experience • Build stories around toys • Use available resources to create props to support props • Captures experiences through music, dance, paint and other materials or words. 	<p>Exploring and Using media and Materials</p> <ul style="list-style-type: none"> • Explore mixing colours • Combining media to create new effects • Construct with a purpose in mind • Use simple tools and techniques competently and appropriately • Select appropriate resources and adapt work where necessary • Select tools and techniques needed to shape, assemble and join materials they are using <p>Being Imaginative</p> <ul style="list-style-type: none"> • Simple representation of events, people and objects • Combine movement and gestures to express and respond to feelings, ideas and experiences • Choose particular colours for a purpose • Introduce a storyline or narrative into their play • Play alongside other children • Play cooperatively as part of a group to act out a narrative 	<p>Exploring and Using media and Materials</p> <ul style="list-style-type: none"> • Build-up a variety of songs and dances • Explore different sounds of instruments • Explore mixing colours • Experiment to create different textures • Construct with a purpose in mind • Use simple tools and techniques competently and appropriately • Select tools and techniques needed to shape, assemble and join materials they are using <p>Being Imaginative</p> <ul style="list-style-type: none"> • Simple representation of events, people and objects • Combine movement and gestures to express and respond to feelings, ideas and experiences • Choose particular colours for a purpose • Introduce a storyline or narrative into their play • Play alongside other children • Play cooperatively as part of a group to act out a narrative 	<p>Exploring and Using media and Materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

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<p>Ideas</p> <p>Painting/drawing what a virus looks like – Your interpretation</p> <p>Creating signs and pictures around the classroom about hygiene – What to do when you go to the toilet</p> <p>Super Heros around us- paintings and drawings</p> <p>What powers do they have? How do they help?</p> <p>What is their uniform?</p> <p>What special equipment do they carry and how does that help?</p> <p>Painting rainbows</p> <p>Finger painting of friends in the class</p> <p>Washing – up activities with soap and warm water</p> <p>Making masks for role-play – The battle between a virus and soap</p>	<p>Kipper’s Birthday</p> <ul style="list-style-type: none"> • Painting characters, scenes from the story. • Creating decorations for your party – add to role play area • Cake decorating competition • Making birthday cards • Wrapping presents • Decorating wrapping paper • Making party hats • Making a party plate – cutting and sticking food you might have at a party • Happy Birthday song (Different languages) • Days of the week/ Months of the year song • Playdough birthday cake • Decorating bunting (different patterns, texture, shapes) • Musical chairs, Musical statues, Musical bumps • Paper doll chain (ready for a party) <p>Maisy goes to a wedding</p> <ul style="list-style-type: none"> • Making a bouquet of flowers • Painting/drawing a wedding photo • Decorate a photo frame with mixed media e.g. pasta • Creating character puppets from story – dressed in clothes made from different media/textured fabric • Making a wedding cake • Painting/drawing where people get married • Making a wedding ring • Creating a camera for a family photo <p>WoW Moments</p> <ul style="list-style-type: none"> - Making divas with clay - Creating Poppies <p>The Three Billy Goats Gruff</p> <ul style="list-style-type: none"> • Making a variety of bridges using different construction material- Plan – Create – Improve • Create character masks and re-in-act story. Create a water and bridge painting – look at different shades of blue, brown etc – How did you create the colour ___? • Create a troll family • Water colour paintings - How are new colours created? • Paintings of different landscapes - Meadow, sunset, Mountains etc • Character puppets/Masks/ Playdough models • Songs - https://www.youtube.com/results?search_query=the+three+billy+goats+gruff+song + • Creating your own songs- adding actions and movements <p>The Animal Race</p> <p>https://www.youtube.com/results?search_query=The+Animal+Race</p> <ul style="list-style-type: none"> • Creating character masks/puppets – To act out the story • Writing Chinese characters. Holding chopsticks to pick up noodles. Why is red so popular during CNY? Creating your own money wallets. Creating Chinese fans and joining in with a fan dance. Performing a dragon dance. <p>WoW Moments</p> <ul style="list-style-type: none"> - Mother’s Day Cards 	<p>Occupations/ The Jolly Postman</p> <p>Drawing/ painting/ construction of different occupations/ transport/ specific equipment that they use – Recyclable material, construction material, mixed media, paints, colouring pencils, crayons etc</p> <p>Making a letter box, creating a postman van or bicycle (How will it move?), creating a stamp</p> <p>Using paper to create your own envelope. – What size? Where will the folds be? What will you join together?</p> <p>Re-in-act the story of Jolly Postman. Songs on different occupations – Doctors - https://www.youtube.com/results?search_query=eyfs+Songs+on+The+Doctor</p> <p>Police Officer – https://www.youtube.com/results?search_query=eyfs+songs+on+post+officer</p> <p>Fire- Fighters – https://www.youtube.com/results?search_query=eyfs+Songs+on+Firefighters</p> <p>Veterinarian https://www.youtube.com/results?search_query=eyfs+Songs+on+Vet</p> <p>Postman https://www.youtube.com/results?search_query=eyfs+songs+on+postmen</p> <p>WoW Moments</p> <ul style="list-style-type: none"> - Children in Need activities - https://www.bbcchildreninneed.co.uk/schools/ <p>Jack and the Beanstalk/ Jasper’s Beanstalk</p> <p>Painting character on stones – Retelling the story using the stones</p> <p>Story maps</p> <p>Jack and the Beanstalk – Sensory Bin and Story props</p> <p>Creating your own beanstalk using recyclable media</p> <p>Painting large magic beans – Mixing colours</p> <p>Using large tubes and green paint/green tissue etc to create large beanstalk</p> <p>Decorating your own plant pots</p> <p>Harp Lacing</p> <p>Giant’s Shoe-laces</p> <p>Brick printing for Giant’s castle – Growing beans in a jar</p> <p>Character hand printing</p> <p>Finger gym – green playdough, dry spaghetti, wheetos and leaves</p> <p>Creating your own plant/flower using twigs and mixed media</p> <p>WoW Moments</p> <p>Father’s Day Cards</p> <p>Rainbowfish/ The Bad- Tempered ladybird</p> <ul style="list-style-type: none"> • Painting character on stones – Retelling the story using the stones • Story maps • Sensory Bin and Story props • Creating your own paper plate animals from stories using mixed media • Finger painting • Animal Mobiles • Ribbon dance with rainbow colours • Fish weaving • Fish Threading • Under the sea creatures • Hand-printing • Fishing nets • Jelly Fish with plates and light fabric <p>Songs linked to under the sea</p> <p>https://www.youtube.com/results?search_query=eyfs+under+the+sea+songs</p> <p>Songs linked to insects and animals</p> <p>https://www.youtube.com/results?search_query=eyfs+songs+on+insects</p> <p>https://www.youtube.com/results?search_query=eyfs+songs+on+zoo+animals+</p>

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Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Rhyme and alliteration in spoken words • Listen and join in with stories and songs • Listen to stories with increasing attention and recall • Interest in print in illustrations and print in books and print in environment • Recognise familiar words and signs such as own name and advertising logos <p>Writing</p> <ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint • Ascribe meaning to marks that they see in different places 	<p>Reading</p> <ul style="list-style-type: none"> • Listen and join in with stories and songs • Begin to be aware of the way stories are structured • Suggest how a story might end • Listen to stories with increasing attention and recall • Describe main story settings, events, and characters • Looks, handles and holds books correctly and carefully. Turning pages carefully • Knows information can be relayed in the form of print • Knows that in English, print is read from left to write and from top to bottom <p>Writing</p> <ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint • Ascribe meaning to marks that they see in different places 	<p>Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string • Hears and says initial sound in words • Segment and blend simple words • Name and sound out the letters of the alphabet • Linking sounds to letters • Use vocabulary and speech influences by their experience of books • Enjoys an increasing range of books <p>Writing</p> <ul style="list-style-type: none"> • Give meaning to marks as they draw, write and paint • Begin to break the flow of speech into words • Segment and blend simple words • Naming and sounding letters of the alphabet • Represent some sounds correctly in a sequence • Writes own name, labels, captions 	<p>Reading</p> <ul style="list-style-type: none"> • Segment and blend simple words • Begin to read words and simple sentences • Use vocabulary and speech influences by their experience of books • Enjoys an increasing range of books • Knows that information can be retrieved from books and computers <p>Writing</p> <ul style="list-style-type: none"> • Represent some sounds correctly in a sequence • Writes own name, labels, captions • Segment and blend simple words • Attempts to write short sentences in meaning context 	<p>Reading</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

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Ideas	<ul style="list-style-type: none"> Retelling the story through song and dance/ mark-making Creating PPE props to help them retell the story Drawings and paintings of how the NHS helped Visual representation of what children have been doing during this time Sequencing cards from the story Making Thank You cards to someone who has helped you 	<p>Kipper's Birthday</p> <ul style="list-style-type: none"> Happy Birthday Maisy Birthday, Hugless Douglas! The Blue Balloon Harry and the Dinosaurs have a Happy Birthday Bear's Birthday Happy Birthday Tacky! Hide and Seek Birthday Treat It's My birthday The Night before my birthday Happy Birthday Little Pookie <p>Maisy goes to a wedding</p> <ul style="list-style-type: none"> When Willy went to the wedding The Scarecrow's wedding Angelina and the Royal wedding <p>Writing Opportunities</p> <p>Birthday cards, Wedding cards, invitations, name cards for tables, wedding list, birthday list, labelling a birthday/wedding picture, labelling a wedding/birthday cake, Writing about a picture drawn, Writing a guest list, writing a birthday chart</p>	<p>The Three Billy Goats Gruff</p> <ul style="list-style-type: none"> Little Red Riding Hood Hansel and Gretel The Three Little Pigs Goldilocks and the Three Bears Cinderella <p>The Animal Race</p> <p>The Runaway Wok</p> <p>Writing Opportunities</p> <p>Speech bubbles, Thought bubbles, Mini books, Character description, wanted poster, Beware signs, Staying safe guide, Journey maps, Road maps, Story map, re-writing story in own words, re-writing story with a different ending, Guess who game with description cards, sequencing cards.</p>	<p>People who help us</p> <ul style="list-style-type: none"> Doctors – Going to the doctor Zog and the flying doctors Fire-Fighters – Charli the firefighter Police Officers – Officer George Veterinarian – Paula the Vet Postmen – The Jolly Postman <p>Writing Opportunities</p> <p>Medical Report, Prescriptions, Information records of individuals, medication labels, Step by step of how certain parts of the body work e.g. heart etc</p> <p>Fire Safety manual, fire safety of the school, labelling parts of a uniform/equipment and what they are used for. Security badges, ID badges, Criminal report, Investigation report, writing an address on an envelope, writing a letter, postcard, invitation, a card, creating your own stamp. Writing a thank you prayer for the people who help you</p>	<p>Jack and the Beanstalk</p> <p>Jasper's Beanstalk</p> <ul style="list-style-type: none"> The seed of compassion How do seeds grow? Oliver's Fruit salad How plants grow Oliver's Vegetables The Tiny Seed Planting a rainbow Titch Tiny seeds One child one seed Jim and the Beanstalk Sam plants a sunflower <p>Writing Opportunities</p> <ul style="list-style-type: none"> Steps on how to grow a plant, Keeping a bean diary, Written observation of plants – labelling parts of a plant/flower Labelling garden equipment, drawing and writing about how to improve our EYFS garden area, own version of stories with different ending, sorry letter from Jack to the Giant, Wanted poster of the Giant/Jack, character descriptions, writing a fair test, Recipe books on healthy eating, how we made fruit salad 	<p>Rainbow Fish</p> <ul style="list-style-type: none"> Sharing a shell Under the sea Commotion in the Ocean Sea Creatures The Fish who could wish Barry the fish with fingers Winnie under the sea The big big ocean <p>The bad-tempered ladybird</p> <ul style="list-style-type: none"> Tiny workers The Bugliest Bug I love Bugs! Dear Zoo The star of the zoo In the Jungle Bizzy Bear Zoo Ranger Monkey Puzzle <p>Writing Opportunities</p> <ul style="list-style-type: none"> Writing a fact sheet/ Fact book about an animal or insect How to look after an animal or insect guidebook, story maps, speech bubble, thought bubbles, labelling parts of an animal or insect, Ocean fun – what would you do in the ocean? Creating your own zoo map with directions on how to get to places, what makes a good friend piece of writing.

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Mathematics	<p>Numbers</p> <ul style="list-style-type: none"> Using number names and number language in play Recite numbers in order to 10 Represent numbers using fingers, marks on paper or pictures Comments or asks questions on numbers Numerals in the environment Representing numbers Realising that anything can be counted e.g. claps, steps or jumps <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Playing and making arrangements with shapes Similarities of shapes in the environment Using shapes in construction activities, talking about shapes and arrangements Interest in shapes in the environment Uses shapes appropriately for tasks 	<p>Numbers</p> <ul style="list-style-type: none"> Using number names and number language in play Numbers identify how many objects in a set Sometime match numerals and quantities correctly Comparing groups of objects, saying when they have the same number Interest in number problems Separate three or four objects in different ways, recognising that the total is still the same <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Positional language Uses shapes appropriately for tasks Begin to talk about the shapes of everyday objects 	<p>Numbers</p> <ul style="list-style-type: none"> Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts out up to six objects from a larger group Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Orders and sequences familiar events. 	<p>Numbers</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Counts objects to 10, and beginning to count beyond 10. Estimates how many objects they can see and checks by counting them Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money. Uses everyday language related to time. Measures short periods of time in simple ways. 	<p>Numbers</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ideas</p> <ul style="list-style-type: none"> • Creating a picture of your family, people that have helped you, Different occupations using a variety of 2D shapes. • Children to talk about what shapes they have used – naming shapes, counting shapes, making arrangements with shapes etc • Making a rainbow for the NHS using coloured paper/ small squares – sorting and naming colours 	<p>Number Opportunities</p> <ul style="list-style-type: none"> • Tuff Tray – cup cake cases, a variety of different dried material e.g. Pasta, pom-poms, number cards to 10 – matching amounts of dried materials to a numbered cup- cake case • Sharing plates, food, cup-cake cases equally between friends or teddy bears • Decorating a numbered birthday/wedding cake to a number card • Birthday Tuff spot – containing a specific magnetic number each day and that many birthday items e.g. 5 birthday hats, 5 ribbons, 5 feathers, 5 bows, 5 cup cake cases <p>SSM Opportunities</p> <p>Decorating wrapping paper, banners, tablecloth using shape sponges, shape stamps</p> <p>Party game – Hide and seek – Where is Teddy? (Positional language)</p>	<p>Number Opportunities</p> <p>Counting the number of bricks to make a bridge, estimating number of bricks for a bridge, which is the tallest or shortest bridge, ordering numbered bricks to make a bridge.</p> <p>SSM Opportunities</p> <p>Ordering by height, ordering by numbers, grouping animals/objects in sets, counting in twos, sequencing using terms first, next, then and finally, positional language – where is the troll?, where is the goat?</p>	<p>Number Opportunities</p> <ul style="list-style-type: none"> • Estimate with a handful of beans, how many beans there are? • How many there are in someone else’s hand? Check by counting and record your answer. Sort beans into different shapes, colours or sizes and count how many there are in each group. • Use the terms, first, next, then, finally to retell how you made your fruit salad? Can you group the different fruits by colour, shape, pattern, size? Write a number (0 to 20) on a card. Count out that number of fruit to match the number to the quantity of fruit. Use the terms, first, next, then, finally to retell how you made your vegetable salad? • Can you group the different vegetables by colour, shape, pattern, size? Write a number (0 to 20) on a card. Count out that number of vegetables to match the number to the quantity of vegetable. <p>SSM Opportunities</p> <p>Measuring different height of plants, creating a class height chart, different things to use to measure such as cubes, a ruler and string</p>	<p>Number Opportunities</p> <ul style="list-style-type: none"> • Can you measure objects in your house and write down how many cubes or pieces of paper the objects are? Which is the longest object, and which is the shortest object? How do you know which is the longest and which is the shortest object? Look at the numbers, which is the bigger number, and which is the smaller number? • Create your own number-line to 50 • Create your own 100 square chart • Create your own snakes and ladders game at home https://www.youtube.com/watch?v=Ntoa70jwka8 <p>Create your own dice - https://www.youtube.com/watch?v=sSwaCdNZ1rk</p> <p>SSM Opportunities</p> <p>Measurements of sea creatures https://www.youtube.com/watch?v=nqZyNiiU_d0</p> <p>Creating your own clock – Linked to The Bad-Tempered Ladybird. Once creating your clock can you answer the following questions: What time do you get up? What time you have lunch? What time do you go to sleep? At _____ the ladybird met the _____. The Ladybird said _____ but the _____ said _____.</p> <p>Creating your own repeated patterns https://www.youtube.com/results?search_query=repeated+patterns+e+yfs</p> <p>Once creating your repeated pattern can you answer the following questions:</p> <ul style="list-style-type: none"> • What is your repeated pattern? • How many colours/shapes have you used? • What animals do you know that have a repeated pattern? What is the pattern that they have?

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<p>Understanding The World</p> <p>People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. <p>The World</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. <p>Technology</p> <ul style="list-style-type: none"> Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<p>People and Communities</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. <p>Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Knows that information can be retrieved from computers 	<p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.
<p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 	<p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 	<p>People and Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

Skills and Outcomes over the term 30 – 50 Months	Skills and Outcomes over the term 40 - 60 Months	Skills and Outcomes over the term ELGs
<p>Ideas</p> <ul style="list-style-type: none"> • Painting rainbows • Visual representation of different occupations and how they have helped others • Making Thank You cards to someone that has helped them • Through talk / mark-making – How has the world around them changed e.g. going to the shops, meeting a family member/Grandparents etc. • Map of the world – Find China/Find UK – How did the virus spread – Children to draw a line from one country to another and talk about their thoughts. • Covering hands with paint and seeing the process of how a virus can move quickly. • Singing the Happy Birthday Song <p>Show and Tell - Dojo a photo of your family/ celebrating your birthday/attending a wedding/parents wedding</p> <p>Kipper’s Birthday</p> <ul style="list-style-type: none"> • What is a birthday? How old are you? When is your birthday? Who else shares the same birthday month as you? • Who is the eldest child in the class? Who is the youngest child in the class? How do you celebrate your birthday? <p>Baking a cake – How equipment works? What happens to ingredients?</p> <p>Maisy goes to a wedding What is a wedding? Who can get married? How are weddings celebrated around the world? https://www.youtube.com/watch?v=6WeD_a0Zil4</p> <ul style="list-style-type: none"> - Why put wedding flowers in water? 	<p>Show and Tell - Dojo a photo of a special holiday or place you have visited which has a special building/structure</p> <p>How do people celebrate New Year around the world, what is special about the colour red, what are the similarities and differences about CNY and how you celebrate, where is china?</p> <p>Different types of bridges around the world, what materials do we need to use, why do we need to use the materials, what is the river in slough called, what is a river, why do we need a bridge, what is a baby goat called, what is a baby ____ called, what do ____ eat, where do they live (link animals to their babies e.g. dog to a puppy, cat to a kitten etc)</p> <p>Show and Tell</p> <ul style="list-style-type: none"> • Dojo a photo of you planting a bean/seed at home. Dojo a photo of you making a fruit salad/ vegetable salad at home. • Discuss what a plant needs to grow • Plant different types of beans • Discuss and predict outcomes • Making a fruit salad with family at home • What fruits have you used? What do they look like? What do they smell like? What do they feel like? What do they taste like? What is your favourite fruit and why? Where does your favourite fruit come from? • Use google/YouTube to find out about your favourite fruit. What did you find out? • Does your fruit have a seed? Where is it? What is the only fruit where the seeds grow on the outside? • Can you plant a fruit seed of your own? (apple seeds, strawberry etc) What vegetables have you used? What do they look like? What do they smell like? What do they feel like? What do they taste like? What is your favourite vegetable and why? Where does your favourite vegetable come from? • Use google/YouTube to find out about your favourite vegetable. What did you find out? • Can you plant a vegetable in your garden? Does it have roots? Why? What will you need to grow your vegetable? • Is a tomato a fruit or a vegetable? How do you know? 	<p>The Fish https://www.youtube.com/watch?v=TJN3gJoZqIY</p> <p>The Dolphin https://www.youtube.com/watch?v=2776_ah7qb0</p> <p>The Shark https://www.youtube.com/watch?v=v1I4VALhD-c</p> <p>The Star Fish https://www.youtube.com/watch?v=5h4pDJ3kTFI</p> <p>The Sea Horse https://www.youtube.com/watch?v=hGjbB8XnNMA</p> <p>The Whale https://www.youtube.com/watch?v=I9qlhNU1ATE</p> <p>David Attenborough - https://www.youtube.com/watch?v=38JDGnr0vA</p> <p>Blue Planet Music - https://www.youtube.com/watch?v=42Mjd8VqekE</p> <p>Lions https://www.youtube.com/watch?v=qnaXJf_yaj8</p> <p>Monkeys https://www.youtube.com/watch?v=owr198WQpM8</p> <p>Snakes https://www.youtube.com/watch?v=BQ7QfIUHvKU</p> <p>Frogs https://www.youtube.com/watch?v=OuWCITBwAw8</p> <p>Elephants https://www.youtube.com/watch?v=CP5uJVpHrVw</p> <p>Giraffes https://www.youtube.com/watch?v=5aMASHwBaqc</p> <p>Jungle https://www.youtube.com/watch?v=D_86EfXliWc</p> <p>Rainforest https://www.youtube.com/watch?v=KMdD6TTDZ_g</p> <p>Desert https://www.youtube.com/watch?v=ht1JqhmtCEQ</p> <p>Mountains https://www.youtube.com/watch?v=Fd_XqYE2BWY</p> <p>Under the sea https://www.youtube.com/watch?v=R1Qn2bcZRT0</p> <p>Children to discuss and explore different types of animals, insects, environment, settings, looking after the environment including animals and plants, RSPCA, WWF, wild animals’ vs pets, recycling and impact of littering.</p>

Communication and Language, Physical Development and Personal, Social and Emotional Development

Providers must support children in **four specific areas**, through which **the three prime areas** are **strengthened and applied**.

Communication and language development involves giving children **opportunities to experience a rich language environment**; to develop their **confidence and skills in expressing themselves**; and to **speak and listen** in a **range of situations**

Physical development involves providing opportunities for young children to be **active and interactive**; and to develop their **co-ordination, control, and movement**. Children must also be helped to **understand the importance of physical activity**, and to make **healthy choices in relation to food**.

Personal, social and emotional development involves helping children to develop a **positive sense of themselves, and others**; to **form positive relationships** and **develop respect for others**; to **develop social skills** and learn how to **manage their feelings**; to **understand appropriate behaviour in groups**; and to have **confidence in their own abilities**