



Sunnybrow Primary School EYFS: Long-term planning

Possible topics:

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	In the deep dark woods (Autumn)	Celebrations	Winter	Homes (Spring)	Eggs (Spring/Summer)	Food
Key experience:	Trip to the woods	Church to Christen a baby	Ice-skating	Builders yard/new building site	Farm next door/Hatch chicks	Visit Willington, Durham
PSHE	*Est class rules *Describing feelings	*Playing co-op/affect of behaviour *Special people	*Similarities and differences	*Body parts *Hygiene	* Care and concern for the enviro	*Growing and changing
R.E.	Let's find out about Harvest	*Let's find out about the Christmas story Let's find out about Divali	*Let's find out about the Bible *Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm)	*Let's find out about Easter	Let's find out about Christian baptism	*Let's find out about Raksha Bandhan
Music	Me	My stories	Everyone!	Our World	Big Bear Funk-A transition unit	Reflect, rewind and Replay

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bears (Autumn)	My town (inc local celebrations)	Journeys (Winter)	Toys (Spring)	Plants (Spring/Summer)	The coast (Summer)
Key experience	Trip to the woods	Walk around Sunnybrow and Willington	Local garage visit/scrap car	Local Toy makers or Parkside DT depo	Farm next door/ Allotments	Visit South Shields

PSHE	*Est class rules *Describing feelings	*Playing co-op/affect of behaviour *Special people	*Similarities and differences	*Body parts *Hygiene	* Care and concern for the enviro	*Growing and changing
R.E.	Let's find out about Harvest in a church Let's find out about Shabbat	Let's find out about the Christmas story Let's find out about Christmas celebrations in churches	*Let's find out about holy books (Qur'an, Torah, the Guru Granth Sahib) *Let's hear some stories about Jesus (Lost sheep, Lost coin)	*Let's find out about Easter celebrations in churches	*Let's find out about special buildings and worship there	
Music	Me	My stories	Everyone!	Our World	Big Bear Funk-A transition unit	Reflect, rewind and Replay

Curriculum content for the year in Art and Design:

Painting	Drawing and Sketching	Textile, weaving or collage	Self-portrait	Printing	Sculpture
-Experimenting with and using primary colours (Wassily Kandinsky-squares with concentric circles)	-Draw accurate representations of people -Use drawings to tell a story	-Investigate a range of textures through rubbings -Create temporary collages using natural materials -Weave using recycled materials-paper, carrier bags etc	-Use a variety of tools -Explore and represent the features on the face (Vincent Van Gogh)	-Printing with common everyday items, including fruit (Andy Warhol)	-Exploring form-handling, feeling and manipulating materials -Creating simple constructions and sculptures with natural materials and everyday objects (Andy Goldsworthy)

End of Year Objectives (Based on Development Matters)

Area	End of Nursery Learning intentions	End of Reception Learning intentions	Exceeding intentions	Key skills or concepts	Possible experiences or provision
Listening and attention	<p>To listen to others one to one or in small groups, when conversation interests them</p> <p>To listen to stories with increasing attention and recall</p> <p>To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>To Focus attention – still listen or do, but can shift own attention</p> <p>To be able to follow directions (if not intently focused on own choice of activity)</p>	<p>To listen attentively in a range of situations</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p>To listen to instructions and follow them accurately, asking for clarification if necessary.</p> <p>To listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>To listen in a larger group, for example, at assembly</p>	<p>-Understand what makes a good listener</p> <p>-understand the importance of waiting for a space in a conversation before talking</p>	<p>Daily story time</p> <p>Daily social snack time</p> <p>Circle time activities</p>
Understanding	<p>To understand use of objects</p> <p>To show understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture</p> <p>To respond to one-step instructions</p> <p>To begin to understand ‘why’ and ‘how’ questions</p>	<p>To follow instructions involving several ideas or actions</p> <p>To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p>	<p>To express views about events or characters in the story and answer questions about why things happened.</p> <p>To carry out instructions, which contain several parts in a sequence.</p>		<p>Daily story time</p> <p>Child-initiated time in continuous provision</p>
Speaking	<p>To begin to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>To retell a simple past event in correct order</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p>	<p>To express themselves effectively, showing awareness of listeners’ needs</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>To develop their own narratives and explanations by connecting ideas or events</p>	<p>To show some awareness of the listener by making changes to language and non-verbal features.</p> <p>To recount experiences and imagine possibilities, often connecting ideas.</p> <p>To use a range of</p>	<p>-To use and understand the vocabulary for the DfEE for language needed per Year group</p> <p>-To be able to verbally construct sentences</p>	<p>Daily social snack time</p> <p>Circle time activities</p> <p>Child-initiated time in continuous provision</p>

	<p>To question why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>To use a range of tenses</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To use talk in pretending that objects stand for something else in play,</p>		<p>vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>		
<p>Moving and Handling</p>	<p>To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</p> <p>To catch a large ball</p> <p>To draw lines and circles using gross motor movements</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>To hold pencil between thumb and two fingers, no longer using whole-hand grasp and hold it near point between first two fingers and thumb and uses it with good control</p> <p>To copy some letters, e.g. letters from their name.</p>	<p>To show good control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways, safely negotiating space</p> <p>To handle equipment and tools effectively, including pencils for writing</p>	<p>To hop confidently and skip in time to music.</p> <p>To hold paper in position and use their preferred hand for writing, using a correct pencil grip.</p> <p>To begin to be able to write on lines and control letter size.</p>	<p>To form letters and numbers correctly</p> <p>To cross the mid-line</p>	<p>Outdoor messy art</p> <p>Funky Fingers table top activities</p> <p>Writing opportunities provided in different areas</p> <p>Dough Disco/ Squiggle</p> <p>While you Wiggle</p>

<p>Health and Self-Care</p>	<p>To tell adults when hungry or tired or when they want to rest or play To understand that equipment and tools have to be used safely To gain more bowel and bladder control and can attend to toileting needs most of the time themselves To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	<p>To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>	<p>To know about, and can make healthy choices in relation to, healthy eating and exercise. To dress and undress independently, successfully managing fastening buttons or laces.</p>		<p>Social snack</p>
<p>Self-confidence & self-awareness</p>	<p>To select and use activities and resources with help To welcome and value praise for what they have done To enjoy responsibility of carrying out small tasks To be more outgoing towards unfamiliar people and more confident in new social situations To be confident to talk to other children when playing, and will communicate freely about own home and community To show confidence in asking adults for help</p>	<p>To be confident about trying new activities, and say why they like some activities more than others To be confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities To say when they do or do not need help</p>	<p>To be confident speaking to a class group. To talk about the things they enjoy, and are good at, and about the things they do not find easy. To be resourceful in finding support when they need help or information. To talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p>		<p>Circle time activities Social snack</p>
<p>Managing feelings & behaviour</p>	<p>To be aware of own feelings, and knows that some actions and words can hurt others' feelings To begin to accept the needs of others and can take turns and share resources, sometimes with support from others</p>	<p>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable To work as part of a group or class, and understand and follow the rules</p>	<p>To know some ways to manage their feelings and are beginning to use these to maintain control. To listen to each other's suggestions and plan how to achieve an</p>	<p>-To understand the 5 questions in a restorative conversation -To understand and use a range of 'feelings' words</p>	

	<p>To usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</p> <p>To usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>To adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p>outcome without adult help.</p> <p>To know when and how to stand up for themselves appropriately. To stop and think before acting and they can wait for things they want.</p>		
Making relationships	<p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>To initiate play, offering cues to peers to join them</p> <p>To keep play going by responding to what others are saying or doing</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p>	<p>To play co-operatively, taking turns with others</p> <p>To take account of one another's ideas about how to organise their activity</p> <p>To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<p>To play group games with rules. To understand someone else's point of view can be different from theirs.</p> <p>To resolve minor disagreements through listening to each other to come up with a fair solution. To understand what bullying is and that this is unacceptable behaviour.</p>	<p>-To understand the 5 questions in a restorative conversation</p> <p>-To understand and use a range of 'feelings' words</p>	
Reading	<p>To enjoy rhyming and rhythmic activities and show awareness of rhyme and alliteration</p> <p>To listen to and join in with stories and poems, one-to-one and also in small groups</p> <p>To joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>To begin to be aware of the way stories are structured</p> <p>To listen to stories with increasing attention and recall and describe main</p>	<p>To read and understand simple sentences</p> <p>To use phonic knowledge (phase 3) to decode regular words and read them aloud accurately</p> <p>To read words with adjacent consonants</p> <p>To read some common irregular words</p> <p>To demonstrate understanding when talking with others about what they have read</p> <p>To answer straight forward recall questions about a text</p>	<p>To read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>To use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>To describe the main events in the simple stories they have read.</p>	<p>To read for meaning</p> <p>To be confidently working in phase 4</p>	<p>Book corner</p> <p>Phonetically plausible labels and signs</p>

	<p>story settings, events and principal characters</p> <p>To show interest in illustrations and print in books and print in the environment</p> <p>To recognise familiar words and signs such as own name and advertising logos</p> <p>To handle books carefully</p> <p>To know information can be relayed in the form of print</p> <p>To hold books the correct way up and turns pages</p> <p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p>				
Writing	<p>To sometimes give meaning to marks as they draw and paint</p> <p>To ascribe meanings to marks that they see in different places</p>	<p>To use their phonic knowledge (Phase 3) to write words in ways which match their spoken sounds</p> <p>To write words with adjacent consonants</p> <p>To write some irregular common words</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>To use some of the features of narrative in their writing</p>	<p>To spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>To use key features of narrative in their own writing.</p>		Writing area and writing opportunities across provision areas
Numbers	<p>To use some number names and number language spontaneously and some number names accurately in play</p> <p>To recite numbers in order to 10</p>	<p>To count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number</p> <p>To use quantities and objects, they add and subtract 2 single-digit numbers</p>	<p>To estimate a number of objects and check quantities by counting up to 20.</p> <p>To solve practical problems that involve</p>	To subitise numbers 1-10	Aspects of number will be present across all provision areas

	<p>To know that numbers identify how many objects are in a set</p> <p>To begin to represent numbers using fingers, marks on paper or pictures</p> <p>To sometimes match numeral and quantity correctly</p> <p>To show curiosity about numbers by offering comments or asking questions</p> <p>To compare two groups of objects, saying when they have the same number</p> <p>To show an interest in number problems</p> <p>To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>To show an interest in numerals in the environment</p> <p>To realise not only objects, but anything can be counted, including steps, claps or jumps</p>	<p>and count on or back to find the answer</p> <p>To solve problems, including doubling, halving and sharing</p>	<p>combining groups of 2, 5 or 10, or sharing into equal groups.</p>		
<p>Shape, Space & Measures</p>	<p>To show an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>To show awareness of similarities of shapes in the environment</p> <p>To use positional language</p> <p>To show interest in shape by sustained construction activity or by talking about shapes or arrangements</p> <p>To show interest in shapes in the environment</p> <p>To use shapes appropriately for tasks.</p> <p>To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>	<p>To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>To recognise, create and describe patterns</p> <p>To explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p>To estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>		<p>Small world</p> <p>Making area</p> <p>Malleable area/mud kitchen</p>

<p>The World</p>	<p>To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world To talk about some of the things they have observed such as plants, animals, natural and found objects To talk about why things happen and how things work To develop an understanding of growth, decay and changes over time To show care and concern for living things and the environment</p>	<p>To talk about the features of environments and how environments might vary To compare places, objects, materials and living things</p>	<p>To know that the environment and living things are influenced by human activity. To describe some actions, which people in their own community do, that help to maintain the area they live in. To know the properties of some materials and can suggest some of the purposes they are used for. To be familiar with basic scientific concepts such as floating, sinking, experimentation.</p>	<p>To become familiar with everyday materials and their properties To understand and describe changes in state (freezing and melting) To observe, describe and understand floating and sinking To observe seasonal changes To name common plants and animals To become familiar with the life cycle of plants and animals</p>	<p>Water tray Sand tray Mud kitchen Garden Making area</p>
<p>People and the Community</p>	<p>To show interest in the lives of people who are familiar to them To remember and talk about significant events in their own experience To recognise and describe special times or events for family or friends To show interest in different occupations and ways of life To know 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>	<p>To enjoy joining in with family customs and traditions To know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>To know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. To know that other children have different likes and dislikes and that they may be good at different things. To understand that different people have different beliefs, attitudes, customs and traditions and why it is</p>		<p>-A birthday -A new baby -Washing day -Christmas -Chinese New Year -Food shopping -Buddhist shrine -Going food shopping -Keeping a pet -Sharing an Indian/Asian meal -Halloween, Diwali, (other celebrations (Role-Play kitchen)</p>

			important to treat them with respect.		
Technology	<p>To know how to operate simple equipment, e.g. turns on CD player and uses remote control</p> <p>To show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p> <p>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>To know that information can be retrieved from computers</p>	<p>To use an iPad to record evidence and experiences using photo/video/Skitch</p> <p>To construct simple algorithms to programme a moveable toy</p>	<p>To find out about and use a range of everyday technology. To select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>	<p>To be able to log on to a computer using class log in</p> <p>To be able to use a mouse with confidence</p> <p>To know how to save work onto a class folder</p>	<p>IPads,</p> <p>Class computer</p> <p>Programmable toys</p>
Expressive Arts and Design Exploring and using media and materials	<p>To sing a few familiar songs</p> <p>To imitate movement in response to music</p> <p>To tap out simple repeated rhythms</p> <p>To explore and learns how sounds can be changed</p> <p>To explore colour and how colours can be changed</p> <p>To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>To begin to be interested in and describe the texture of things</p> <p>To use various construction materials.</p> <p>To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p> <p>To join construction pieces together to build and balance</p> <p>To realise tools can be used for a purpose.</p>	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	<p>To develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>To find out and make decisions about how media and materials can be combined and changed.</p> <p>To talk about the ideas and processes, which have led them to make music, designs, images or products.</p> <p>To talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p>	<p>To use different joining techniques (seleotape, glue, string, hinge/join)</p> <p>To use real tools for a purpose</p> <p>To use a variety of drawing tools to create increasingly accurate representations</p> <p>To explore colour-mixing (including different shades)</p>	<p>-taking apart old laptops/computers/other electrical equipment</p> <p>-child-led constructions</p> <p>-Constructions/art work related to our experiences</p> <p>Malleable area</p> <p>Making area</p> <p>Small world Area</p> <p>Dressing-up area</p> <p>Role-play kitchen</p> <p>Outdoor messy art</p>

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