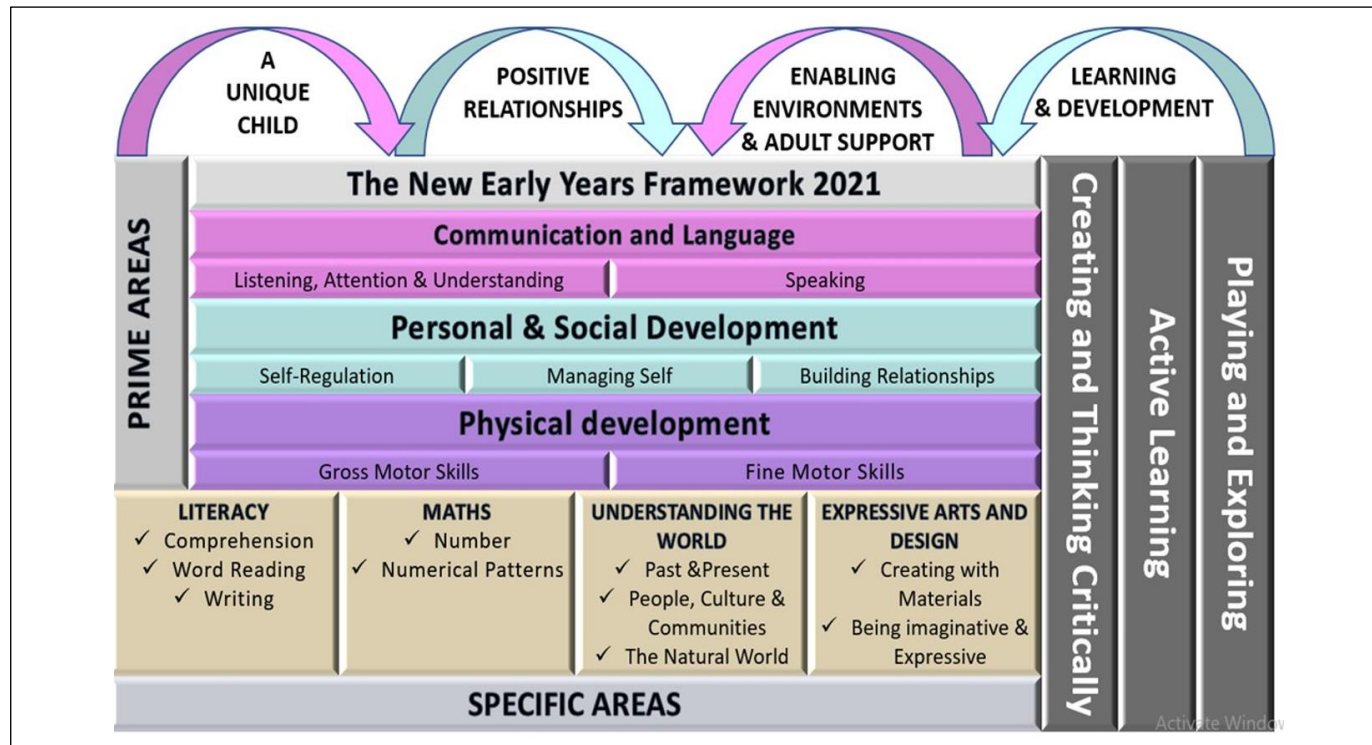




EYFS Long Term Plan 2022 - 2023



At Sandal Magna Community Academy, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
OVER ARCHING PRINCIPLES	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>The Importance of Play At Sandal Magna Community Academy, we understand that play is an integral part of learning and this is at the heart of our early years curriculum.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes These may be adapted at various points to allow for children's interests to flow through the provision	Amazing Autumn! <ul style="list-style-type: none"> New beginnings Autumn Harvest Diwali 	Fabulous Festivals! <ul style="list-style-type: none"> Halloween Bonfire night Remembrance Children in need Christmas 	Wonderful Winter! <ul style="list-style-type: none"> Winter Cold places Valentines Chinese New Year 	Splendid Spring! <ul style="list-style-type: none"> Spring Life cycles Mother's day Easter 	Super Summer! <ul style="list-style-type: none"> Summer Growing plants Hot places Safari 	Seaside Sun! <ul style="list-style-type: none"> Father's day Beach Under the sea Eid
Core Text/Rhymes/Songs NURSERY	Book: Little Red Hen Rhymes/songs: <ul style="list-style-type: none"> All the leaves are falling down (Action song) 	Book: Goldilocks and the three bears Rhymes/songs: <ul style="list-style-type: none"> Fireworks (Counting song) 	Book: The three little pigs Rhymes/songs: <ul style="list-style-type: none"> Dance around the snowmen (Action song) 	Book: The enormous turnip Rhymes/songs: <ul style="list-style-type: none"> Five little speckled frogs (Counting song) 	Book: Jack and the beanstalk Rhymes/songs: <ul style="list-style-type: none"> Five little ducks (Counting song) 	Book: Were going on a bear hunt Rhymes/songs: <ul style="list-style-type: none"> 1,2,3,4,5 once I caught a fish alive. (Counting song)
Core Text/Rhymes/Songs RECEPTION	Book: Get some sleep, Sleeping Beauty Rhymes/songs: <ul style="list-style-type: none"> Dingle dangle scarecrow (Action song) 	Book: Eat your green Goldilocks Rhymes/songs: <ul style="list-style-type: none"> Bonfire night (Action song) 	Book: Blow your nose Big Bad Wolf Rhymes/songs: <ul style="list-style-type: none"> 5 Little Snowmen (Action song) 	Book: The hungry caterpillar Rhymes/songs: <ul style="list-style-type: none"> There's a tiny caterpillar on a leaf (Action song) 	Book: Stinky Jack and the beanstalk Rhymes/songs: <ul style="list-style-type: none"> Mary, Mary (Nursery Rhyme) 	Books: The rainbow fish Rhymes/songs: <ul style="list-style-type: none"> Sally sells seashells (Tongue Twister)
Weekly Texts	Fiction: <ul style="list-style-type: none"> Harry and the dinosaurs go to school Little acorn Don't hog the hedge Wide awake hedgehog Squirrel's autumn search Dipal's Diwali Non-fiction: <ul style="list-style-type: none"> Autumn Poetry: <ul style="list-style-type: none"> Its Diwali (Twinkl) 	Fiction: <ul style="list-style-type: none"> Funny bones Leaf hunt Leaf man Jolly snow Nativity Non-fiction: <ul style="list-style-type: none"> A festival feast (Twinkl) Poetry: <ul style="list-style-type: none"> Sparks in the sky (Twinkl) 	Fiction: <ul style="list-style-type: none"> One snowy night The girl who went to the arctic Curious George builds an igloo The runaway iceberg Non-fiction: <ul style="list-style-type: none"> EYFS All about Chinese New Year (Twinkl) Poetry: <ul style="list-style-type: none"> Snow (Adelaide Crapsey Cinquain) 	Fiction: <ul style="list-style-type: none"> The hungry caterpillar Mr Wolfs pancakes Cautious caterpillar Non-fiction: <ul style="list-style-type: none"> Butterfly life cycle EYFS All about Easter Poetry: <ul style="list-style-type: none"> Mary had a little lamb 	Fiction: <ul style="list-style-type: none"> Eddie's garden Giraffes can't dance The story of the snappy seed Handa's surprise Bug's big trip Non-fiction: <ul style="list-style-type: none"> Summer Poetry: <ul style="list-style-type: none"> I'm a little beanstalk (Twinkl) 	Fiction: <ul style="list-style-type: none"> The beach The snail and the whale My first trip on an airplane The smiley face tooth pirate Rainbow fish Non-fiction: <ul style="list-style-type: none"> EYFS All about Eid al-Adha Information Poetry: <ul style="list-style-type: none"> Summer playing (Twinkl)

Enrichment opportunities	<ul style="list-style-type: none"> ➤ Harvest Time-Church Visit (Nursery and Reception) ➤ Diwali 	<ul style="list-style-type: none"> ➤ Halloween ➤ Bonfire Night ➤ Fire Fighter Visit (Nursery and Reception) ➤ Remembrance ➤ Anti- Bullying Week ➤ Autumn Walk (Reception) ➤ Children in Need ➤ Theatre trip- Panto ➤ Christmas Jumper Day ➤ Christmas Reindeer Run ➤ Nativity 	<ul style="list-style-type: none"> ➤ Chinese New Year dragon dance (Nursery) ➤ Valentine's Day ➤ Winter Walk (Reception) 	<ul style="list-style-type: none"> ➤ Caterpillars ➤ Making pancakes ➤ Mother's Day ➤ Easter Egg Hunt/Easter bonnets ➤ Butterfly House Visit (Reception) ➤ Local visit to fruit and Veg Shop (Nursery) 	<ul style="list-style-type: none"> ➤ Road safety ➤ Visit the allotment (Reception) ➤ Teddy bears picnic on the large field 	<ul style="list-style-type: none"> ➤ Father's Day ➤ Beach day(Nursery) ➤ Eid party ➤ Sports day ➤ Summer Fayre ➤ Seaside Visit (Reception)
Sandal Magna Promise	<ul style="list-style-type: none"> ➤ Paint hands and feet to make a large collaborative Autumn leaf display (Nursery) ➤ Library Visit (Reception) 	<ul style="list-style-type: none"> ➤ Play in the mud (Nursery) ➤ Autumn Walk (Reception) 	<ul style="list-style-type: none"> ➤ Jump in puddles (Nursery) ➤ Build a den (Reception) 	<ul style="list-style-type: none"> ➤ Watch the clouds go by (Nursery) ➤ Easter Egg Hunt (Reception) 	<ul style="list-style-type: none"> ➤ Teddy bears picnic (Nursery) ➤ Growing a flower (Reception) 	<ul style="list-style-type: none"> ➤ Bear hunt (Nursery) ➤ Water fight (Reception)
Assessment Opportunities	<ul style="list-style-type: none"> ➤ WK1-3 New Nursery /Reception baselines ➤ WK1-3 National Reception Baseline data ➤ WK 5- EYFS team meetings in house moderation (New to SMCA) ➤ WK 6 All baseline Data in EYFS tracker 	<ul style="list-style-type: none"> ➤ WK1- Interventions lowest 20% (including Neli/Wellcomm) ➤ WK -6 Pupil Progress Meetings 	<ul style="list-style-type: none"> ➤ WK1-3 New Nursery baselines ➤ WK 4-/5- EYFS team meetings in house moderation (New to SMCA) ➤ WK6- Parents Evening 	<ul style="list-style-type: none"> ➤ WK1- Interventions lowest 20% and just below GLD ➤ WK 4-/5- EYFS team meetings in house moderation (New to SMCA) 	<ul style="list-style-type: none"> ➤ WK1-3 New Nursery baselines ➤ WK 4-/5- EYFS team meetings in house moderation (New to SMCA) 	<ul style="list-style-type: none"> ➤ WK3-EYFS/ Year 1 team meetings in house moderation ➤ WK4- Nursery/Reception in house moderation

Parental Involvement	<ul style="list-style-type: none"> ➤ WK1-Stay and play for new Nursey ➤ WK1 -All about me sheets completed during stay and play by KPs ➤ WK3- Phonics Workshop – (Reception) ➤ WK 4-FEET group (Nursery) ➤ WK- 6 Harvest Festival St Catherine’s ➤ WK7- Learning show case ➤ WK- 7 Parents Evening 	<ul style="list-style-type: none"> ➤ WK2- Reading Workshop – (Reception) ➤ WK5- Parent Christmas craft workshop- (Nursery) ➤ WK7- Learning show case ➤ WK7- Nativity ➤ WK7- Christmas raffle 	<ul style="list-style-type: none"> ➤ WK2- Maths workshop (Reception) ➤ WK3- Parent Story time workshop (Nursery) ➤ WK6- Learning show case 	<ul style="list-style-type: none"> ➤ WK2- Dental Hygiene workshop (Reception) ➤ Wk4- Mark Making Workshop (Nursery) ➤ WK5- Mother’s day songs ➤ WK6- Easter bonnet and egg sculptures ➤ WK6- Learning show case 	<ul style="list-style-type: none"> ➤ WK3-Growing a plants workshop (Reception) ➤ WK 4- Number workshop (Nursery) ➤ WK6- Learning show case 	<ul style="list-style-type: none"> ➤ WK2- Father’s day fruit smoothy workshop (Nursery) ➤ WK2- Father’s day ice-cream tasting workshop (Nursery) ➤ WK3- Beach day ➤ WK4- Eid party ➤ WK5-Sports day ➤ WK5-Summer Fayre ➤ WK6-Leaning show case
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EARLY LEARNING GOALS

End of Year Expectations - Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ➤ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during wholeclass discussions and small group interactions ➤ Make comments about what they have heard and ask questions toclarify their understanding ➤ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> ➤ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ➤ Offer explanations for why things might happen, making use of recently 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> ➤ Show an understanding of their own feelings and those of others, and beginto regulate their behaviour accordingly. ➤ Set and work towards simple goals, being able to wait for what they wantand control their immediate impulses when appropriate. ➤ Give focused attention to what the teacher says, responding appropriatelyeven when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> ➤ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> ➤ Negotiate space and obstacles safely, with consideration for themselves and others. ➤ Demonstrate strength, balance andcoordination when playing. ➤ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> ➤ Hold a pencil effectively in preparationfor fluent writing – using the tripod grip in almost all cases. ➤ Use a range of small tools, including scissors, paint brushes and cutlery. ➤ Begin to show accuracy and care when drawing. 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> ➤ Demonstrate understanding of what has been read to them by retelling stories and narratives using their ownwords and recently introduced vocabulary. ➤ Anticipate – where appropriate – key events in stories. ➤ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> ➤ Say a sound for each letter in the alphabet and at least 10 digraphs. ➤ Read words consistent with their phonic knowledge by sound-blending. ➤ Read aloud simple sentences and books that are consistent with theirphonic 	<p>ELG: Number</p> <ul style="list-style-type: none"> ➤ Have a deep understanding of numberto 10, including the composition of each number; ➤ Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bondsup to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> ➤ Verbally count beyond 20, recognisingthe pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less thanor the same as the other quantity. ➤ Explore and represent patterns 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> ➤ Talk about the lives of the people around them and their roles in society. ➤ Know some similarities and differencesbetween things in the past and now, drawing on their experiences and what has been read in class. ➤ Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> ➤ Describe their immediate environmentusing knowledge from observation, discussion, stories, non-fiction texts and maps. ➤ Know some similarities and differencesbetween different religious and cultural communities in this 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> ➤ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ➤ Share their creations, explaining the process they have used; - Make use of props and materials when role playingcharacters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ➤ Invent, adapt and recount narratives and stories with peers and their teacher. ➤ Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – tryto move in time with music.

<p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>➤ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>➤ Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>➤ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>➤ Work and play cooperatively and take turns with others.</p> <p>➤ Form positive attachments to adults and friendships with peers;</p> <p>➤ Show sensitivity to their own and to others' needs.</p>		<p>knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>➤ Write recognisable letters, most of which are correctly formed.</p> <p>➤ Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>➤ Write simple phrases and sentences that can be read by others.</p>	<p>within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>country, drawing on their experiences and what has been read in class.</p> <p>➤ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>➤ Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>➤ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>➤ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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