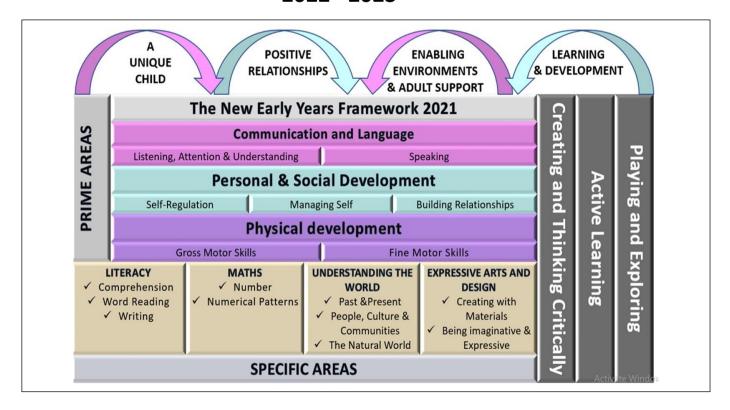


EYFS Long Term Plan 2022 - 2023



At Sandal Magna Community Academy, we offer a curriculum rich in wonder and memorable experiences. We workhard 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

Playing and exploring:

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store ofinformation and experiences to draw on which positively supports their learning

Active learning:

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to developinto self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

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.

OVER ARCHING PRINCIPLES

Unique Child

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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.

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.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware ofchildren who need greater support than others.

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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	Amazing Autumn!	Fabulous Festivals!	Wonderful Winter!	Splendid Spring!	Super Summer!	Seaside Sun!
These may be adapted	Amazing Autumn:	Tabulous Testivais:	wonderful winter:	Spienala Spring:	Super Summer:	Seaside Suit:
at various points to	 New beginnings 	 Halloween 	• Winter	 Spring 	 Summer 	 Father's day
allow for children's	 Autumn 	 Bonfire night 	Cold places	 Life cycles 	 Growing plants 	• Beach
interests to flow	 Harvest 	Remembrance	 Valentines 	 Mother's day 	 Hot places 	 Under the sea
through the provision	• Diwali	Children in needChristmas	Chinese New Year	• Easter	• Safari	• Eid
Company (Discourse	Parks 1944 a Park Harr	Dark Caldilarka and the thoras	Bask Thathas Pathasia	Barto The common town in	Baali, lank and tha kanastalli.	Darla Wana asina ana kaon
Core Text/Rhymes /Songs	Book: Little Red Hen	Book: Goldilocks and the three bears	BOOK: The three little pigs	Book: The enormous turnip	Book: Jack and the beanstalk	Book: Were going on a bear hunt
•	Rhymes/songs:	bears	Rhymes/songs:	Rhymes/songs:	Rhymes/songs:	
NURSERY	All the leaves are	Rhymes/songs:	> Dance around the	Five little speckled	Five little	Rhymes/songs:
	falling down (Action	Fireworks (Counting	snowmen (Action	frogs (Counting song)	ducks (Counting song)	, , ,
	song)	song)	song)			caught a fish alive.
		-	-			(Counting song)
Core Text/Rhymes	Book: Get some sleep, Sleeping	Book: Eat your green Goldilocks	Book: Blow your nose Big Bad	Book: The hungry caterpillar	Book: Stinky Jack and the	Books: The rainbow fish
/Songs	Beauty		Wolf		beanstalk	
		Rhymes/songs:		Rhymes/songs:		Rhymes/songs:
RECEPTION	Rhymes/songs:	Bonfire night (Action		There's a tiny	Rhymes/songs:	Sally sells seashells
	Dingle dangle	song)	5 Little Snowmen (Action song)	caterpillar on a leaf	Mary, Mary (Nursery	(Tongue Twister)
	scarecrow (Action song)		(Action song)	(Action song)	Rhyme)	
	Sorig)					
Weekly Texts	Fiction:	Fiction:	Fiction:	Fiction:	Fiction:	Fiction:
·	Harry and the	Funny bones	One snowy night	The hungry caterpillar	Eddie's garden	The beach
	dinosaurs go to schoo	Leaf hunt	The girl who went to	Mr Wolfs pancakes	Giraffes can't dance	The snail and the
	Little acorn	Leaf man	the arctic	Cautious caterpillar	The story of the	whale My first trip on
	Don't hog the hedge	> Jolly snow	Curious George builds		snappy seed	an airplane
	➤ Wide awake	> Nativity	an igloo	➤ Butterfly life cycle	Handa's surprise	The smiley face tooth
	hedgehog	Non-fiction:	The runaway iceberg	> EYFS All about Easter	➤ Bug's big trip	pirate
	Squirrel's autumn search	A festival feast (Twinkl)	Non-fiction: EYFS All about	Poetry: Mary had a little lamb	Non-fiction: > Summer	Rainbow fish Non-fiction:
	> Dipal's Diwali	Poetry:	Chinese New Year	Mary had a little lamb	Poetry:	EYFS All about Eid al-
	Non-fiction:	Sparks in the sky	(Twinkl)		► I'm a little beanstalk	Adha Information
	> Autumn	(Twinkl)	Poetry:		(Twinkl)	Poetry:
	Poetry:	, ,	> Snow (Adelaide		,	Summer playing
	> Its Diwali (Twinkl)		Crapsey Cinquain)			(Twinkl)

	<u> </u>					Cl.: N. W.		0		D 1 C 1	, , , , , , , , , , , , , , , , , , ,	5 U / B
Enrichment		Harvest Time-Church	>	Halloween	>	Chinese New Year	A	Caterpillars	>	Road safety	>	Father's Day
opportunities		Visit	<i>></i>	Bonfire Night		dragon dance	A /	Making pancakes	>	Visit the allotment	*	Beach day(Nursery)
		(Nursery and		Fire Fighter Visit	_	(Nursery)	^	Mother's Day		(Reception)	>	Eid party
		Reception)		(Nursery and	<u> </u>	Valentine's Day	>	Easter Egg	×	Teddy bears picnic on	>	Sports day
	>	Diwali		Reception)		Winter Walk	_	Hunt/Easter bonnets		the large field	>	Summer Fayre
			>	Remembrance		(Reception)	>	Butterfly House Visit			>	Seaside Visit
			<i>></i>	Anti- Bullying Week				(Reception)				(Reception)
				Autumn Walk				Local visit to fruit and				
				(Reception)				<mark>Veg Shop</mark>				
			>	Children in Need				(Nursery)				
			>	Theatre trip- Panto								
				Christmas Jumper Day								
			\triangleright	Christmas Reindeer								
				Run								
			>	Nativity								
Sandal Magna Promise		Paint hands and feet		Play in the mud	>	Jump in puddles	>	Watch the clouds go	>	Teddy bears picnic	>	Bear hunt
		to make a large		(Nursery)		(Nursery)		by		(Nursery)		(Nursery)
		collaborative Autumn						(Nursery)				
		leaf display		Autumn Walk	>	Build a den	>	Easter Egg Hunt	>	Growing a flower	>	Water fight
		(Nursery)		(Reception)		(Reception)		(Reception)		(Reception)		(Reception)
		Library Visit										
		(Reception)										
Assessment	<u> </u>	WK1-3 New Nursery	>	WK1- Interventions	A	WK1-3 New Nursery	A	WK1- Interventions	A	WK1-3 New Nursery	>	WK3-EYFS/ Year 1
Opportunities		/Reception baselines		lowest 20% (including		baselines		lowest 20% and just		baselines		team meetings in
Opportunities	>	WK1-3 National				Daseilles		below GLD		Daseillies		house moderation
				Neli/Wellcomm)	>	WK 4-/5- EYFS team		below GLD	_	WK 4-/5- EYFS team		nouse moderation
		Reception Baseline	_	M// C D.unil Dunamana		•	_	M// 4 /F FVFC +	>	•	>	WK4-
	>	data WK 5- EYFS team	\triangleright	WK -6 Pupil Progress		meetings in house	>	WK 4-/5- EYFS team		meetings in house		WK4- Nursery/Reception in
				Meetings		moderation (New to		meetings in house		moderation (New to SMCA)		house moderation
		meetings in house				SMCA)		moderation (New to		SIVICA)		nouse moderation
		moderation (New to			_	MIKE Doronto Fuerina		SMCA)				
	_	SMCA) WK 6 All baseline Data			A	WK6- Parents Evening						
	>											
		in EYFS tracker										

Parental Involvement	>	WK1-Stay and play for	⊳	WK2- Reading	>	· N	VK2- Maths	≻	WK2- Dental Hygiene	≻	WK3-Growing a	>	WK2- Father's day
		new Nursey		Workshop –		w	vorkshop (Reception)		workshop (Reception)		<mark>plants workshop</mark>		fruit smoothy
	\triangleright	WK1 -All about me		(Reception)	>	· M	WK3- Parent Story	>	Wk4- Mark Making		(Reception)		workshop (Nursery)
		sheets completed	▶	WK5- Parent		ti	<mark>ime workshop</mark>		<mark>Workshop</mark>	≻	WK 4- Number	≻	WK2- Father's day
		during stay and play		Christmas craft		1)	<mark>Nursery)</mark>		(Nursery)		<mark>workshop</mark>		ice-cream tasting
		by KPs		workshop- (Nursery)	>	· N	VK6- Learning show	>	WK5- Mother's day		Nursery)		workshop (Nursery)
	▶	WK3- Phonics	\triangleright	WK7- Learning show		Cá	ase		songs	>	WK6- Learning show	>	WK3- Beach day
		Workshop –		case				>	WK6- Easter bonnet		case	>	WK4- Eid party
		(Reception)	\triangleright	WK7- Nativity					and egg sculptures			>	WK5-Sports day
	⊳	WK 4-FEET group	>	WK7- Christmas				>	WK6- Learning show			>	WK5-Summer Fayre
		(Nursery)		raffle					case			>	WK6-Leaning show
	\triangleright	WK- 6 Harvest Festival											case
		St Catherine's											
	\triangleright	WK7- Learning show											
		case											
	\triangleright	WK- 7 Parents											
		Evening											

EARLY LEARNING GOALS End of Year Expectations - Holistic / Best Fit Judgement

	COMMUNICATION AND LANGUAGE AND EMOTIONAL DEVELOPMENT		PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN	
ELG: Liste Understa	ning, Attention and	ELG: Self-Regulation	ELG: Gross Motor Skills	ELG: Comprehension	ELG: Number	ELG: Past and Present	ELG: Creating with Materials	
<i>A</i>	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	 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. 	 Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills 	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	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	 Know some similarities and differences between things in the past and now, drawing on their experiences and whathas been read in class. Understand the past through settings, characters and events encountered 	 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 	
>	Hold conversation	Give focused attention to what	➤ Hold a pencil	stories, non-fiction, rhymes and poems	bonds to 10, including double	in books read in class and storytelling.	stories.	
	when engaged in	the teacher says,	effectively in	and during role-	facts.	, ,	ELG: Being Imaginative and	
	back-and-forth	responding	preparationfor	play.	510 N	ELG: People, Culture and	Expressive	
	exchanges with their teacher and peers	appropriatelyeven when engaged in activity, and show an	fluent writing – using the tripod grip in almost all cases.	ELG: Word Reading	ELG: Numerical Patterns > Verbally count	Communities Describe their	Invent, adapt and recount narratives	
ELG: Spe	aking Participate in small	ability to follow instructions involving several ideas or		 Say a sound for each letter in the alphabet and at 		immediate environmentusing knowledge from	and stories with peers and their teacher.	
	group, class and one- to-one discussions, offering theirown	actions. ELG: Managing Self	scissors, paint brushes and cutlery.	least 10 digraphs.	counting system; - Compare quantities up to 10 in different	observation, discussion, stories, non-fiction texts and	 Sing a range of well- known nursery 	
	ideas, using recently introduced vocabulary.	 Be confident to try new activities and show independence, 	Begin to show accuracy and care whendrawing.	consistent with their phonic knowledge by sound-blending.	•	•	rhymes and songs; Perform songs, rhymes, poems and stories with others,	
>	Offer explanations for why things might happen, making use of recently	resilience and perseverance in the face of challenge.		 Read aloud simple sentences and books that are consistent with theirphonic 	the other quantity. Explore and represent patterns	differencesbetween different religious and cultural communities in this	and – when appropriate – tryto move in time with music.	

introduced vocabulary from stories, non-fiction, for rules, know right from wong and try to believe accordingly. Express their ideas and feelings about their experiences using full sentences, including use of past, personal needs, including use of past, persent and future trense and making use of conjunctions, with modeling and support from their texteries. EXC. Building Relationships Work and paly cooperatively and taletures with others. EXG. Building Relationships Work and paly cooperatively and taletures with others. EXG. Building Relationships Form positive attachments to adults and firend-plays with peecs. Show sensitivity to their own and to others' needs. Show sensitivity to their own and to others' needs.							
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be distributed equally. If write recognisable letters, most of which are correctly formed. Including dressing, including see of past, present and future tenses and making use of post, with modelling and support from their teacher. It is Building Relationships It is others, and play cooperatively and taketurns with others. It is remained by the cooperatively and taketurns with others. It is building Relationships It is others, and to the cooperatively and the cooperatively and differences between life in this country and life in other countries, drawing onknowledge from stories, non-fiction tests and—when appropriate—maps. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is others, and with a letter or letters. It is out the countries of an interval world around them, and drawing pictures of an inmais and plants. It is out the country and life in other countries, drawing on knowledge from tests and with a letter or letters. It is out the countries of world and with a letter or letters. It is out the definition of the equally. It is out the countries of world and with a letter or letters. It is out the dentifying sounds in the manual world around them, and drawing pictures of an inmaist and plants. It is out the countries on the natural world around them and contrasting environments, drawing on their experiences and whathas been read in loads. It is out the countries of the sounds with a letter or letters. It is out the countries of the sounds with a letter or letters. It is out the countries of the sounds with a letter or letters. It is out the countrie						read in class.	
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