

Wrighton CofE Primary School
Long term planning EYFS 2014-15

	Term 1 1.9.14-24.10.14	Term 2 3.11.14-19.12.14	Term 3 5.1.15-13.2.15	Term 4 23.2.15-27.3.15	Term 5 13.4.15-22.5.15	Term 6 1.6.15-20.7.15
Theme	Collections (Induction)	N is for Night sky	Colourful curriculum (Rainforest)	Out and about (Growth)	W is for Water!	Pirates!
Characteristics of Effective learning Playing and exploring Active learning Creating and thinking critically	<p>Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging in open ended activity. Taking a risk, engaging in new experiences, and learning by trial and error. Maintaining focus on their activity for a period of time. Persisting with activity when challenges occur. Being proud of their achievements. Thinking of ideas, testing their ideas. Making links and noticing patterns in their experience Planning and making decisions Changing strategy as needed.</p>	<p>Using senses to explore the world around them. Show a particular interest. Represent their experiences in their play. Act out experiences with other people. Seek challenge Show high levels of fascination and energy. Pay attention to details Show satisfaction in meeting their own goals. Be proud of how they accomplish something. Find new ways to do something. Make predictions and test ideas. Change strategy as needed.</p>	<p>Show curiosity about objects, events and people. Use sense to explore the world around them. Show a particular interest. Represent their experiences in their play. Seek challenge Show a 'can do' attitude Maintain a focus on activity for a period of time Show high levels of energy/fascination Pay attention to details. Persist at an activity when challenges occur. Enjoy meeting challenges Think of ideas and find new ways to do things. Make links and notice patterns . Change a strategy and review how well something has gone.</p>	<p>Show curiosity about objects, events and people. Use their senses to explore the world around them. Engage in open ended activity. Show interest. Represent their experiences within play. Take on a role and act out experiences. Initiate activities. Take a risk and engage in new experiences. Show a high level of fascination. Persist with an activity and bounce back after difficulties. Show satisfaction when meeting a goal. Enjoy meeting a challenge Think of ideas and find ways to solve problems. Make links and show notice patterns in experience. Test ideas and make predictions. Check how well activities are going.</p>	<p>Show curiosity about objects, events and people. Use sense to explore the world around them. Engage in open ended activities. Initiate activities, seek challenge. Pay attention to details. Maintain focus and show high levels of fascination. Persist with activity when challenges occur. Think of ideas; find new ways to solve problems and new ways to do things. Make links and notice patterns in their experiences. Make predictions and test ideas. Change strategy as necessary.</p>	<p>Use sense to explore the world around them. Show a particular interest. Pretend objects are from their experience. Take on a role within their play. Act out experiences with other people. Initiate activities, seek challenge, engage in new experiences. Maintain focus for a period of time. Show high levels of energy and fascination. Pay attention to details. Persist with activities and bounce back after difficulties. Think of ideas and find new ways. Make predictions and test their ideas. Change strategy as needed.</p>

Visits	Mobile library School Orchestra Sand Bay	Donkey visit the school (Nativity)	Bristol Zoo- Colour and pattern workshop/ Rainforest	The park The Rec The local farm	Blagdon Pumping station	Sand sculpture exhibition Weston beach
Big Questions	What makes a collection? How many make a collection? Is everything part of a collection? Is there anything that does not belong to a collection? What is the opposite of a collection? How many people make a crowd? How many is many?	Why is the moon broken today? What does a star sound like? Is night a beginning, an end, or a middle? How do you know it is night if you haven't got a window or a clock? Do babies know when it is night? Why do birds wake me in the morning? Where do my dreams come from?	Can you smell, taste, hear and feel colours?	Is all water rain? Which trees have the best leaves for making an umbrella? Which plants make green dye when boiled in water?	Can you wash water? If mud is made of earth and water, why do people call it dirty? Where do tears come from? How wet can you get? Which is worse; no water or too much water? How old is water?	Where did the pirates go? Why were they sailing? How many pirates could fit on a ship?
Personal, Social and Emotional development	SEAL- Demonstrate friendly behaviour towards others. Initiate play and play within a group. Locate peg, drawer, toilets and self-registration card independently. Show confidence in asking an adult for help. Become familiar with a new routine. Collections of people- families, friends, crowd, class, school, community and congregation- make a circular display to show a collection of people.	SEAL Discuss why things are scary at night. Discuss why things are exciting at night. How can we stay safe in the dark? How do we celebrate Christmas in our own homes? Talk about our similarities and differences.	SEAL How can we care about the world around us? Talk about fair trade and the importance of fair trade. Talk about our immediate environment- litter and the problems that it can cause.	SEAL Talk about how to treat living things- animals, our environment, plants and each other. Collect something beautiful and share with the class. Talk about how we all make different choices and have different views. Mothering Sunday- Why is my Mummy special? How can we show we love somebody?	SEAL Look at countries where they don't have much rain and countries with too much water? Talk about how they overcome these problems. Talk about how to stay safe around water. RNLI- who helps us to stay safe on the beach?	SEAL Why is my Daddy special to me? Preparation to move into Year one. Visit new teacher Help the new children during their induction visit Make a treasure bag for the summer holidays to take into Year one.

Communication and Language	<p>Decorate a bag to be taken home for each child to bring in a collection from home- children share their collections in small groups. Sharing stories within small and large groups. Introduce story square.</p> <p>New vocabulary- army, band, orchestra, cluster, flock, gaggle, herd, team, litter, shoal and swarm.</p>	<p>Speak in front of a familiar group. Explore roles, vocabulary and songs related to the Christmas story.</p> <p>Learn and perform 'Silent Night' using sign language. Why do some people communicate through sign language?</p> <p>Share our bedtime routines and explore some lullabies to help us fall asleep.</p> <p>New vocabulary- candle, lantern, nocturnal, night, moon, early, morning and midnight.</p>	<p>Explore new vocabulary associated with the rainforest- predator, prey, camouflage, forest floor, canopy and treetops etc...</p> <p>Use language associated with their experience of non-fiction and fiction books.</p> <p>New vocabulary- camouflage, tree tops, canopy, forest floor, swing, slither, move, pattern, difference, similar, colour and rainforest.</p>	<p>Discuss, describe and compare the range of colours, shades and surfaces collected during the rubbing activity (EX. Arts).</p> <p>New vocabulary- collect, hunt, taste, smell, be still, listen, explore, track, change over time, digging, burrowing, stem, root, petal, surface, rubbing, leaf and gardening.</p> <p>Place a mirror at the end of your nose and look at the sky. What can you see? Can you describe what you can see?</p>	<p>Watch water drip, run, trickle etc... Can you describe how the water moves?</p> <p>New vocabulary- torrent, splutter, drizzle, gush, spatter, mist, liquid, vapour and swirl.</p>	<p>Ask and answer questions relating to the theme.</p> <p>Explain their map and the traps they have set for pirates.</p> <p>New vocabulary- boat, ship, float, sink, country, hot, cold, treasure, booty, deck, sail, crows nest etc...</p>
Physical development	<p>Use of a collection of thin/thick pens, pencils and crayons.</p> <p>Use of large and small natural objects, manipulated to fit, rotate and balance on own designs.</p> <p>PE- locating a space, dressing and undressing independently. Managing own personal hygiene.</p>	<p>Hold a pencil effectively and begin to form some letters correctly.</p> <p>Gym- locating a space, climbing, travelling under, over and through a range of equipment.</p>	<p>Explore the movement of a range of rainforest animals- creeping, swinging, crawling, slithering, sliding, hopping, clinging etc...</p> <p>Explore throwing, catching and kicking a ball in a set direction.</p>	<p>Explore the movement of a range of mini-beasts found during exploration on the school grounds.</p> <p>Listen to the song 'The ugly bug ball' and match movements to music.</p>	<p>Water play- use of sieves flour sifter, water cans, sprinklers, pipettes, guttering, wood, whisk, rollers, tubes and absorbent materials.</p> <p>Importance of drinking plenty of water.</p>	<p>Sports day preparation and day</p> <p>Obstacle courses</p> <p>Healthy foods</p> <p>How do we stay safe in the sunshine?</p> <p>How do we stay safe on the beach?</p>
Literacy/Phonics	<p>Read 'We're going on a bear hunt'- make a collection of words- wet words, dark words, muddy words, words</p>	<p>What is a non-fiction book? Visit the school library and collect nocturnal animal books.</p>	<p>Look at the features of a non-fiction book.</p> <p>Write a simple fact about a</p>	<p>Explore labels- Why do we label things? Can we label the parts of a plant?</p>	<p>Write a list of words to describe a painting.</p> <p>Write about what we like to</p>	<p>Write lists of things to put in their treasure chest, pack in their suitcase.</p>

	<p>to describe the bear at the end.</p> <p>Visit the school library- can we make a collection of books about castles, pirates, owls etc.</p> <p>Letters and Sounds Phase 1- sounds around the school.</p> <p>Rhyme and alliteration.</p> <p>Phase two- alphabet, phonemes and developing blending and segmenting skills.</p>	<p>Write names independently.</p>	<p>rainforest animal.</p> <p>Alphabet snakes</p>	<p>Make some posters to tell people how to look after their environment and living creatures- display around the school.</p>	<p>do in the rain?</p> <p>Write a list of toys to play with in the bath.</p>	<p>Make maps and label.</p>
<p>Mathematics (see separate long term plan)</p>	<p>Sorting our collections- by colour, shape, type and size (use of buttons, jewels, small bears, feathers, pebbles etc)</p> <p>Patterns- look at Rangoli, Kente, Mehndi and Paisley patterns. View repeating patterns. Use felt tips and large paper to respond to images and ideas.</p>	<p>Shadows- Can you make a short/long/ wide/thin shadow?</p>	<p>Symmetry- Rainforest butterflies</p> <p>Making paper chains for the role play area</p>	<p>Explore a variety of plants- leaf shape, colour and surface, flower and petal size, colour and scent and seed dispersal mechanisms.</p> <p>Draw five different leaves.</p>	<p>Can you make the smallest bit of water? Can you make the largest bit of water?</p> <p>How can you cross the water without getting wet?</p> <p>Can you change the shape of water?</p>	<p>Walking the plank addition and subtraction.</p> <p>Repeating patterns with jewels and treasure</p> <p>Coin recognition</p>
<p>Understanding the World</p>	<p>What's the difference between a man made and natural collection?</p> <p>Harvest festival- How do farmers collect their crops?</p> <p>Make a collection of fruit and vegetables to make a soup and crumble.</p>	<p>How can we make things show up when there is less light?</p> <p>Look at nocturnal animals- what do they do at night time?</p> <p>Who works at night? Why?</p> <p>What is a shadow? Why do they look different at night?</p> <p>Diwali- celebrations using</p>	<p>Look at the three main layers within a rainforest. Where is the forest floor, canopy and tree top?</p> <p>Who lives on the forest floor?</p> <p>Why do they like to live there?</p> <p>Look at the leaf cutter/ army ant- learn about a colony and importance of</p>	<p>Visit the school pond and collect frogspawn.</p> <p>Observe the changes over time and talk about our observations.</p> <p>Use an incubator to hatch some chicken eggs. Observe the changes and talk about the life cycle.</p> <p>Plant a range of fruits,</p>	<p>How does water move?</p> <p>How does water change things?</p> <p>What can happen if you have too much/ little water?</p> <p>How do people use water?</p> <p>Why is water important for the body?</p>	<p>Hot and cold places.</p> <p>The life of a pirate- food, drink, roles and reasons for sailing.</p> <p>Look at and name a variety of boats and ships.</p> <p>Famous pirates.</p> <p>Floating and sinking</p>

		lights and colours Bonfire Night- Why do we celebrate? Christmas story- Importance of the star	working as a team. Learn about tree frogs and how they differ from frogs in Wrington. Camouflage	flowers and vegetable seeds? What does a seed need in order to grow? Explore a range of habitats- logs, ponds, puddles, holes in trees and stones.	Record the sound of water	
Ex. Arts and Design	Andy Goldsworthy- Make a collection of natural objects and arrange to make a picture. Children to use an ipad to take a picture of their work. Look at a painting of a collection: My Gems William Harnett Letter Rack John Peto Make a painting or drawing, or a take a photo of their own collection. Explore mark making and printing through a collection of objects- large display in the classroom. Music- observe an orchestra Loud and quiet sounds with collections of objects	Vincent Van Gogh- Starry Night- Can we re-create our own version. Christmas cards Calendars Christmas play- taking on roles, learning a range of songs and dances. Music- What does a star sound like? Peter Grimes- Benjamin Britten A Midsummer nights dream- Felix Mendelssohn Starry starry night- Don MacLean The Planets- Gustav Holst	Design and paint a symmetrical butterfly. Explore weaving in relation to spiders webs. Explore loud and quiet sounds and name a range of instruments. Look at how Colours are used within art- Bridget Riley, Henri Matisse and Georgia O'Keefe Explore mixing colours and creating different shades.	Create a colour palette and explore shades- How many different greens can you find? Rubbings- How many different surfaces can you find? Listening walk- can we recreate the sounds using instruments? Paint a picture of the school field.	Rain dance Make some rain sticks Recreate a thunder storm using a variety of instruments What does it sound like under water? Monet- Lilly pond Look at the colours and shapes. Paint a picture in the style of Monet Explore cold colours	Make treasure maps Make a large role play ship- explore ways of joining Printing parrots Telescopes Pirate hats
Role Play	Home corner- to support induction.	Nativity role play area Create a dark place	Rainforest role play area	Garden Centre		Pirate role play area
Books (Fiction and Non-fiction) and Poems	Frederick by Leo Lionni Frog and Toad make a list by Arnold Lobel The Guinness World Records The Willow Pattern Story by Alan Drummond	Black holes and stuff by Glen Murphy How to catch a star by Oliver Jeffers 100 things to spot in the night sky Spotters guides	Slowly, Slowly Sloth by Eric Carle Tico Tango Parrot	The little guide to trees and the little guide to wildflowers by Charlotte Voake Ten seeds by Ruth Brown The Garden by Dyan Sheldon	Little Whale's song by Fran Evans The Storm by Kathy Henderson Water dance by Thomas Locker The Rainy Day	Yo ho ho a pirating we'll go. The Night pirates Pirate things to make and do

				Shades of green by Anne Harvey	The drop goes plop	
Outside area	Use of the school field to collect natural objects Treasure hunt (maths) e.g. Collect 5 sticks etc...	Shadow play Mark making with chalks	Weaving- can we make a spiders web?	School Field exploration Planting seeds Use of greenhouse	Use of water tray School pond Paddling pool	Pirate role play Water tray
Celebrations/ Special days	Harvest festival- All Saints Church	Remembrance 11 th Nov Diwali 11 th Nov BBC Children in Need 20 th Nov Christmas celebrations Bonfire Night 5 th Nov	Valentines day 14 th Feb Shrove Tuesday 17 th Feb Ash Wednesday 18 th Feb Chinese New Year 19 th -21 st Feb	Mothering Sunday 15 th March Palm Sunday 29 th March World book day 5 th March	Easter 5 th April St. Georges Day 23 rd April Pentecost 24 th May	Fathers day 21 st June
Home links	Collection bag Do members of our families make collections? What sort of collections can you make in your own home?	Keep a moon diary- does the moon change? Go for a night time walk- what can you see? Spend an evening without any electrical lights.	Research a rainforest animal and its habitat. Explore how a range of rainforest creatures move.	Visit a forest- What can they see, hear, touch and smell? Lie in a field and look at the clouds- what shapes can you see?	Visit a car wash Visit an aquarium Visit a duck pond, fountain, canal or a water fall. Go for a walk on a rainy day	Visit the beach Visit a pirate museum Research a famous pirate