



# Liverpool College EYFS Long Term Planning 2019-2020



Term:	Autumn 1 2 <sup>nd</sup> Sept – 18 <sup>th</sup> Oct (7 weeks)	Autumn 2 4 <sup>th</sup> Nov – 18 <sup>th</sup> Dec (6 ½ weeks)	Spring 1 6 <sup>th</sup> Jan – 14 <sup>th</sup> Feb (6 weeks)	Spring 2 24 <sup>th</sup> Feb – 3 <sup>rd</sup> Apr (6 weeks)	Summer 1 20 <sup>th</sup> Apr – 22 <sup>nd</sup> May (5 weeks)	Summer 2 1 <sup>st</sup> June – 10 <sup>th</sup> July (6 weeks)
Topic Title:	All About Me	Celebrations	Amazing Animals	Spring has Sprung	Once Upon an Time	Keep Me Posted – (Where in the world are we sending our post cards?)
Enquiry Question:	Who am I and where do I come from?	What is a celebration?	If you could be any animal, what would it be?	What can we grow?	If you went down to the woods today, who would you see?	Where do you want to go on holiday?
Wow Moments!	- In class art gallery; visits to each class to see portraits	- Pumpkin Soup Party - Christmas Concert	- School trip (zoo/safari?)  - Adopt an animal (as part of xmas present)	- Making a healthy snack  - Spring walk (Park)	- Making Gingerbread Man biscuits	- Beach Day outside  - Writing celebration exhibition
Main Themes Covered Within Topic:	- Our bodies and our senses - Where we live/our local area - Nursery rhymes - Fairy Fortnight	- Autumn - Diwali - Halloween - Bonfire Night - Remembrance Day - Christmas & New Year	- Winter - Polar animals - Jungle/Safari - Mini Beasts - Bird Week - Chinese New Year	- Growth - New Life - Keeping Healthy	- Traditional tales - Alternative tales - Stranger Danger/trust	- Ocean - Holidays - Transport - Postcards - People who want to help us
Key Texts:	-Don't Eat the Teacher -Come to School too, Blue Kangaroo -Harry and the dinosaurs come to school - The Dot - The Line - Harold and the purple Crayon - Brown Bear, Brown Bear - Not a Stick/Not a Box	- Room on the Broom - Pumpkin Soup - Funny Bones - Halloween Books - The Gruffalo - Stick Man - The Nativity Story - Non-fiction celebrations - Maths - How long is a whale - Triangle, Circle, Square (Mac Barnett books)	- Non-Fiction Animal books - Information texts - Polar books - Frozen - Super Worm - Aaah Spider! - Thank you for looking after our pets - Dear Zoo -Elmer	- Farmer Duck - Jasper's Beanstalk - Oliver's Fruit - Oliver's Vegetables - The Tiny Seed - Supertato - Handa's Surprise - The Hungry Caterpillar - Non-fiction health	- Goldilocks and the Three Bears - Three Little Pigs - Red Riding Hood - Jack and the Beanstalk - The Gingerbread Man - Mixed up Fairy Tales - Other tales (Tangled/Snow White/Chicken Licken) - Other Alternatives	- The Jolly Postman - Rainbow Fish - Commotion in the Ocean - The Singing Mermaid - Sharing a Shell - Dear Teacher - The Littlest Lighthouse Keeper - Harry and the Dinosaurs Holiday - I took a Walk - Where my Wellies take me

						- Maths books (how big is a .../how heavy is a ...)
<b>Characteristics of Effective Learning</b>	<p>These learning opportunities will continue to be enhanced and/or changed throughout the year, as children develop their own interests and build upon their own unique experiences and share their ideas with their friends, as is the ethos of the EYFS. Through the continuous provision, children are given lots of opportunity for child-initiated investigation and play. This enhances learning through rich and stimulating activities and opportunity to develop greater depth. This approach, we believe helps them to become more independent through the Characteristics of Effective Learning:</p> <p style="text-align: center;"><b>Playing and Exploring ~Active Learning ~Creating and Thinking Critically.</b></p> <p style="text-align: center;">**Use of Dinosaurs to explore the COL's. COL's linked to whole school approach of Purpose, Passion &amp; Challenge**</p>					
<b>PSED - Jigsaw Scheme</b>	Being me and my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing Me
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>- Talking about ourselves in groups</li> <li>- Investigating our new setting</li> <li>- Worry plaque</li> </ul>	<ul style="list-style-type: none"> <li>- Class rules</li> <li>- How to be a good friend</li> <li>- Anti-Bullying</li> </ul>	<ul style="list-style-type: none"> <li>- How we have changed since starting school</li> <li>- Describing selves in a positive way</li> </ul>	<ul style="list-style-type: none"> <li>- Games with rules</li> </ul>	<ul style="list-style-type: none"> <li>- Overall rules of class</li> <li>- Adapting rules if needed</li> </ul>	<ul style="list-style-type: none"> <li>- Taking changes in our stride</li> <li>- Talking about Year 1</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>- Listening to others</li> <li>- Circle time</li> <li>- Joining in with repeated rhymes and refrains</li> <li>- Nonsense rhymes</li> </ul>		<ul style="list-style-type: none"> <li>- How and why questions</li> <li>- Open ended questions</li> <li>- Past and present tense</li> </ul>		<ul style="list-style-type: none"> <li>- Anticipating key events</li> <li>- Developing our narratives</li> </ul>	<ul style="list-style-type: none"> <li>- Following stories without pictures and props</li> <li>- Introduction of chapter books</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>- Looking after me</li> <li>- Washing and dressing</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping safe and managing risks</li> <li>- Fire alarms</li> <li>- Transporting equipment</li> <li>- Safety on stairs</li> <li>- Bonfire night/trick or treat safety</li> </ul>	<ul style="list-style-type: none"> <li>- Basic needs for animals and humans</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy food</li> </ul>	<ul style="list-style-type: none"> <li>- Making our own risk assessments</li> <li>- Kitchen safety (for baking gingerbread men)</li> <li>- Stranger danger</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping safe in the sun and near water</li> </ul>
	Children will be provided with opportunity to develop good co-ordination in large and small movements, to move in a range of ways and safely negotiate spaces. They will learn to handle tools effectively including pencils for writing. Finger gym will be used throughout the year as needed to support fine motor skills.					
<b>Physical – PE</b>	<ul style="list-style-type: none"> <li>- Balance &amp; Agility</li> <li>- Movement/rhymes</li> </ul>	Spatial awareness and traveling (including large apparatus)	Dance/Rise and Shine DVD	Sending and receiving using hands and feet (basic football, netball and basketball skills)	Striking balls with apparatus (basic hockey and tennis skills)	Sports day & parachute games
<b>Literacy</b>	<ul style="list-style-type: none"> <li>- Rhymes</li> <li>- Alliteration (name games)</li> <li>- Early mark making</li> <li>- Initial sounds</li> </ul>	<ul style="list-style-type: none"> <li>- Mark making</li> <li>- Captions and labels</li> </ul>	<ul style="list-style-type: none"> <li>- Early reading skills (lots of segmenting to write and blending to read and re-read own work)</li> </ul>	<ul style="list-style-type: none"> <li>- Simple sentences</li> <li>- Handwriting focus</li> </ul>	<ul style="list-style-type: none"> <li>- Simple narratives</li> <li>- Stories</li> </ul>	<ul style="list-style-type: none"> <li>- Writing celebration (show off your skills!)</li> </ul>

<b>Maths</b>	-How many ways to show a number - Early Mathematical Experiences -Pattern & Early number	- Numbers within 6 - Addition and subtraction within 6 - Measures (length) - Shape & Sorting	- Calendar & Time - Numbers within 10 - Addition & Subtraction within 10 - Numbers within 15	- Grouping & Sharing - Numbers within 20 - Doubling & Halving	- Shape & Pattern - Addition & subtraction within 20 - Money	- Measures (weight & capacity) - Depth of numbers within 20 - Numbers beyond 20
<b>Understanding the World – People and Communities</b>	-Who do we love?/family - How we are different	-Celebrating special times - How we are different	- Different homes around the world (for animals too!)	-Different cuisines and food around the world -Celebrating Easter	- Grandparent’s Tales (Mystery Readers) - Stories from the past	- Summer in the past
<b>Understanding the World – The World</b>	-Features of our own environment -Homes in the past		- Observations of plants and animals	-What grows in our garden? -Changes over time	- Materials	- Floating and Sinking - Experiments
<b>Expressive Art &amp; Design</b>	-Singing		- Instruments and Rhythm		- Sound effects for stories	- World music and Multicultural Instruments
<b>(Encouraging evaluation of own work come Summer)</b>	-Self portraits - Dot art (International Dot Day)	- Colour mixing (Focus on making Autumn colours/links to making purple with Harold and the Purple Crayon)	- Loose part construction - Combining different media	- Introducing different media (one per week)  -paint, finger paint, watercolours, charcoal, chalk, oil pastels, crayon and pencils	- Textures and - Making backdrops	
<b>British Values</b>	-Family values -Where we live -What are British Values	- Mutual respect for faiths	- The rule of law	- Individual Liberty	Applying what we know	
	Throughout the year children will learn about democracy through voting on various subjects in class e.g. which book shall we read. Rules will be spoken about throughout the year.					
<b>History Links</b>	-History of our family -History of our School (Founders Day)	-How did we used to celebrate? -Grandparents celebrations	Explorers of the arctic and jungles	Looking back at our local environment, what changes have been made over the seasons?	Traditional tales from the past	Summer outfits from the past

<b>Geography Links</b>	-Where do we live?/our local area -Where do our families come from?	-Celebrations around the world	- How do environments vary from one another? - Where are our animals living?	- Where can we find unusual animals and plants?	- Map making for 'going down into the woods'.	- Where in the world?!
<b>Science Links</b>	-Our five senses (one per week, including Braille Week)	- Cooking and changes - Light and Dark (Diwali)	- Camouflage, why do animals need it? **Science Week	- How do things grow and change (laminated fruits etc)	- Which materials are best for a home?	- What clothes should we pack? Why?
<b>Art &amp; DT Links</b>	Portraits - Diva Lamps	-The Big Draw Month -Christmas Decorations	- Animal Art - Camouflage - Mini beasts loose parts	- Archimboldo - Still life art	- Materials for building the best house/backdrop	- Ocean art - Sand art
<b>ICT Links</b>	Technology in the home	Technology in the School	Cameras and photographs to record nature	Recording stages of growth/temperature	Purple Mash	Technology for transport/jobs of people who help us
<b>Key Dates</b>	- Harvest 6 <sup>th</sup> Oct -Founders Day 11 <sup>th</sup> Oct - Diwali 27 <sup>th</sup> Oct	- Halloween 31 <sup>st</sup> Oct - Bonfire Night 5 <sup>th</sup> Nov - Remembrance 11 <sup>th</sup> Nov - Nursery Rhyme week (18 <sup>th</sup> 22 <sup>nd</sup> Nov) - St Andrews 30 <sup>th</sup> Nov	- Chinese New Year 25 <sup>th</sup> Jan - Welsh Valentines Day 25 <sup>th</sup> Jan. - Valentines 14 <sup>th</sup> Feb	- Pancake Day 25 <sup>th</sup> Feb - Lent 26 <sup>th</sup> Feb-9 <sup>th</sup> April - St David's Day 1 <sup>st</sup> March -St Patrick's Day 17 <sup>th</sup> March - Mother's Day 22 <sup>nd</sup> March - April Fools 1 <sup>st</sup> April - Easter 12 <sup>th</sup> April	-St George's Day 23 April - VE Day 8 <sup>th</sup> May - Queens official birthday 13 <sup>th</sup> June	-Father's Day 21 <sup>st</sup> June - Eid 30 <sup>th</sup> July