

Willow Class – Long Term Plan Year (2021-2022)

Hopton Curriculum Driver	Value	Topic	EYFS Curriculum coverage	Experiences	
Autumn 1 Play	Friendship	Me and my community	<p>Overview: <i>This topic supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them. As Autumn approaches the children will explore the seasonal changes in their environment that it brings.</i></p>	<p>Engage: Who will we meet? Go on a tour of the school meeting new people, taking photos.</p> <p>Welly Walks, woodland walks.</p> <p>Visits from other adults. School tours.</p> <p>Express: <i>Review learning and express new friends made this half term -</i> Helping hands,</p> <p>Cookery – Friendship fruit salad.</p> <p>Making soup.</p> <p>Making friendship bracelets.</p>	
			Communication and Language		<p>We will learn to listen and respond during class discussions. (Sharing our own photographs – guess who? Game, exploring differences between myself and a friend discussion – Marvellous Me posters)</p> <p>We will practise back and forth conversations with others in our class (greetings, turn-taking, toys role play, group talk, talk partners).</p> <p>We will practise expressing our ideas and asking questions. (show and tell, presenting projects)</p>
			Personal, Social and Emotional Development		<p>We will develop our listening and attention skills to follow an adult’s simple instructions (listening games: Fish and Chips, Honey Bear). We will work as a team to create a set of class rules. We will think about sharing by participating in turn-taking games (learn how to play snap, complete a puzzle with a friend). We will develop our independence and confidence to try out new activities (through child-initiated play). We will be learning about our emotions and learning to an understanding their own feelings and those of others (particular focus upon what to do when we feel worried or scared – Ruby’s Worry story.) We will learn about basic hygiene including, going to the toilet, washing hands and understanding the importance of healthy food choices.</p>
			Physical Development		<p>We will show strength, balance and coordination when playing outdoors (bicycles, Parachute Play times, adventure trail).</p> <p>We will explore how to move energetically by running, jumping, dancing, hopping, skipping and climbing.</p> <p>We will use a range of small tools, including scissors, dough tools, paint brushes and cutlery safely. (Dough time, cutting skills)</p> <p>We will use mark making tools to develop hand grips.</p>

			<p>Literacy</p>	<p>We will learn to recognise and write our names. We will learn the different sounds that letters make in our Phonic lessons. We will practise writing the letters that match sounds. We will begin writing for a purpose, (kind notes to a friend, classroom labels/name tags). We will share, enjoy and learn key texts, such as: <i>Giraffe's Can't Dance – Giles Andreae,</i> <i>Harry and the Dinosaurs start school,</i> <i>Colin and Lee: carrots and peas,</i> <i>The Smartest Giant in Town - Julia Donaldson,</i> <i>Room on the Broom - Julia Donaldson,</i> <i>Charlie Cook's Favourite Book - Julia Donaldson,</i> <i>The Great Big Book of Families,</i> <i>Alfie and Annie-Rose Great Big Book of stories,</i> <i>Non-Fiction texts: People who help us,</i> <i>Have you filled a bucket today?</i> <i>Pumpkin Soup,</i> <i>Bear Snores On,</i></p>	
			<p>Mathematics</p>	<p>We will explore numbers to 10, including how each of the numbers to 10 are composed and finding any patterns within these numbers. We will compare quantities up to 10. We will subitise (recognise quantities without counting) up to 5. We will automatically recall number bonds up to 5 (including subtraction facts). We will use everyday language to talk about length and height, weight and capacity and the position and direction of objects. We will begin to recognise and name some 2D shapes. We will solve simple maths problems.</p>	

			Understanding the World	<p>We will get to know the new adults in our school. (Interview/hot-seat new people, visits from staff, photograph new people)</p> <p>We will be describing our immediate environment using knowledge from observation (treasure hunts, guided tours and Welly Walks), discussion, stories, non-fiction texts and maps.</p> <p>We will learn ways to take care of our school and class environment.</p> <p>We will start to understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>As Autumn approaches we will explore the natural world, making observations and drawing pictures of animals and plants and understand some seasonal changes. (woodland walk, leaf collecting)</p>	
			Expressive Arts and Design	<p>We will sing some rhymes, songs and stories.</p> <p>We will listen to different pieces of music and will move to a beat. (dance games, find a partner)</p> <p>This half term we will produce our first piece of Art and a self-portrait. (leaf art, transient Art)</p> <p>We will create and make use of props and materials when role playing characters in stories.</p>	
Autumn 2 Wonder	Wisdom	Starry Night	<p>Overview: <i>This topic explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals. As Winter approaches we will learn the changes that happen during winter, including the types of weather associated with winter.</i></p>		
			Communication and Language	<p>We will continue to focus on turn taking both in conversations and during activities.</p> <p>We will make use of new vocabulary from stories, non-fiction, rhymes and poems.</p> <p>We will develop explaining skills.</p> <p>We will practise speaking in full sentences.</p>	
			Personal, Social and Emotional Development	<p>We will continue to work on our class routines and rules.</p> <p>We will recognise our own emotions and begin to regulate our behaviour accordingly.</p> <p>The children will continue to manage their own basic hygiene and personal needs, and we will learn about how important sleep is to be healthy. We will discuss bedtimes and look at self-care routines such as teeth cleaning.</p>	
			<p>Engage: Day and Night walk – Large comparison photographs of school areas at night, pyjama day, (hot milk, cookie, bedtime story), stargazing – google constellations</p>		

			Physical Development	<p>We will learn negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>We will hold a pencil in preparation for fluent writing.</p> <p>We will develop greater accuracy when drawing.</p>	<p>and project onto ceiling.</p> <p>Nocturnal animals treasure hunt. (picture, binoculars and torches)</p> <p>Going to bed routines, bedtime in Home Corner. Teddy bear's lullabies concert.</p>
			Literacy	<p>In Literacy the children will demonstrate understanding of what has been read to them by retelling key events in stories using their own words and recently introduced vocabulary. In Phonics they will practise reading words with the sounds learned so far and recognising tricky words. The children will practise letter formation and sound out to spell simple words. The children will receive and write simple letters.</p> <p><i>The Jolly Christmas Postman,</i> (Christmas stories) <i>Receiving letters from Santa/an Elf,</i> <i>Day Monkey, Night Monkey – Julia Donaldson,</i> <i>What the Ladybird Heard – Julia Donaldson,</i> <i>Peace at Last – Jill Murphy,</i> <i>Can't You Sleep, Little Bear?</i> <i>Whatever Next?</i> <i>How to Catch a Star.</i></p>	<p>Express: Create your own day/night scene or picture to present.</p>
			Mathematics	<p>We will consolidate our knowledge of numbers to 10. We will be verbally counting beyond 20, recognising patterns in the counting system. We will practise automatically recalling number bonds up to 5 (including subtraction facts). We will learn some doubling facts.</p> <p>We will learn about time by using everyday language associated with time and learn how to measure short periods of time in simple ways. We will learn about capacity. We will solve simple math problems involving time, capacity, shape and number.</p>	
			Understanding the World	<p>We will learn some similarities and differences between the natural world around them and contrasting environments.</p> <p>We will explore a range of materials and discover what reflective means. (torches)</p> <p>We will explore the environment around us using our senses. (Sound walk, blindfolded feely activity)</p>	

			Expressive Arts and Design	<p>We will sing and perform a range of rhymes, songs and stories. (twinkle, twinkle little star)</p> <p>We will use percussion instruments.</p> <p>We will take part in imaginative, creative and sensory play activities. (relaxation station – lava lamps)</p> <p>We will create our own artwork using a range of materials and tools. (Christmas art, drawing animals, star chalk and glitter constellations, make telescopes, construct rockets)</p>	
			<p>Overview: In this topic the children will develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales including Cinderella, Goldilocks, Little Red Riding Hood, The Three Little Pigs and The Three Billy Goats Gruff.</p>		Engage: Pantomime/ Show visit and meet the characters.
Spring 1 Insight	Compassion	Once upon a time...	Communication and Language	The children will communicate in small groups, class discussions and 1:1 and will develop their questioning skills through role play and group discussions.	Cookery – Pancakes, Cupcakes for Grandma, Perfect Porridge. Express: A story for a king – children perform their favourite traditional tale.
			Personal, Social and Emotional Development	We will continue to work on giving full attention and following class rules. We will think about how to show respect to others and use traditional tales for discussion. Following from our night time topic, we will now explore healthy breakfasts in class together.	
			Physical Development	We will refine our cutting and joining skills to make split pin puppets. We will use large energetic movements and demonstrate strength, balance and coordination when playing. (Sleeping dragons) The children will understand and explain the reasons for rules, know right from wrong and try to behave accordingly.	
			Literacy	<p>Many traditional tales will be shared with the children and as they become more familiar with their plots, we will learn to anticipate key events in these stories. We will further our Phonic skills and focus on spell words and phrases by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>Key Tales:</u> <i>Little Red Riding Hood, Hansel and Gretel, Cinderella, The Three Little Pigs, Goldilocks and the Three Bears, The Gingerbread Man, The Enormous Turnip, Mr Wolf's Pancakes, The Worst Princess.</i></p>	

			Mathematics	We will continue to explore numbers to 10 in depth. We will automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10. We will solve simple problems related to length, height, capacity, weight, time and introduce money. (magic potions) We will learn to recognise 2D and 3D shapes. (Tower building competition)	
			Understanding the World	We will share many traditional tales and use the characters, settings and events encountered to explore the idea of the 'past'. We will use the context of our favourite tales to sort and group materials and resources and talk about how they are similar or different.	
			Expressive Arts and Design	With an adult's support, we will invent, adapt and recount narratives and familiar stories. When retelling key stories, the children will make use of props and materials. We will explore and create using a wider range of materials and components, including upcycled materials, construction kits, textiles and ingredients.	
Spring 2 Risk	Courage	Why do ladybirds have spots?			
			Communication and Language	Taking part in circle, children will learn new vocabulary associated with our topic and they will explore the meaning of new words, asking questions about what, how and why. The children will be encouraged to talk about events that have happened or are to happen in the future.	Engage: Introduce the butterfly garden. (Big butterfly release). Express: 'Welcome to The Minibeast Hotel!' Children use what they have learned to create Bug Homes.
			Personal, Social and Emotional Development	The children will work as part of a group or class in different settings and will learn to adjust their behaviour to different situations, follow rules and take changes of routine in their stride. The children will practise maintaining good hygiene after working outdoors.	
Physical Development	The children will explore different outdoor terrains and take part in outdoor explorations. They will handle scientific equipment such as bug observers, magnifying glasses and digging tools.				

			Literacy	For this topic, we will explore non-fiction books and poems. The children will work on the skills of labelling and explaining. We will learn a class poem/riddle and then have a go at writing our own mini-beast riddles for each other to guess. <u>Key Texts:</u> <i>Superworm – Julia Donaldson,</i> <i>Mad about Minibeasts! – Giles Andreae</i> <i>The Bad-Tempered Ladybird, The Hungry Caterpillar, The Very Busy Spider – Eric Carle,</i> <i>Ben Plants a Butterfly Garden,</i> <i>Non-Fiction Texts.</i>	
			Mathematics	Children will count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	
			Understanding the World	The children will talk about similarities and differences in relation to places, objects, materials and living things. They observe the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (Butterfly life cycle, bug hotels, mini-beast adventures.)	
			Expressive Arts and Design	Children will sing songs, make music and dance and experiment with ways of changing them. They will experiment with colour, design, texture, form and function in their Artistic creations.	
Summer 1 Voice	Stewardship	Who lives in a Rockpool?	Overview: In this topic we will discover the answers to questions such as - Which creatures live on the seashore? Why do crabs have shells? As we learn about the seashore and the plants and animals that live there.	Engage:	
			Communication and Language		Extending vocabulary and questioning skills by exploring seaside objects. Sharing own experiences of visiting the seaside. Memories and what this means to us personally as opposed to hearing and appreciating other people's memories.

			Personal, Social and Emotional Development	The children will play cooperatively, taking turns with others. They will practise taking account of one another's ideas, about how to organise activities. They show sensitivity to others' needs and feelings. (water safety discussion)	Who's bag? Mystery items – where have they been?
			Physical Development	The children will be moving in different ways to music, linked to our topic as a range of interesting rock pool creatures. (dance, beach ball catching games). They will handle equipment and tools effectively, including pencils for writing. We will develop hand writing skills such as focus on letter size.	<u>Cookery -</u> Investigating seafood with observation tools.
			Literacy	We will explore a selection of seaside poetry to develop an appreciation for rhyme. We will read sea themed stories and informative books that tell us about sea creatures and their habitats. We will use our phonic skills to decode regular words and read them aloud accurately in simple sentences. They will read an increasing number of common irregular words. They also use phonic knowledge to write postcards to each other about a visit to the seashore. <u>Key Texts:</u> <i>Sharing a shell - Julia Donaldson,</i> <i>The Lighthouse Keeper's Lunch,</i> <i>The Rainbow Fish,</i> <i>Billy's bucket,</i> <i>Non-Fiction seaside texts,</i>	Making Lunch for the Lighthouse Keeper - Summer picnic at our school beach. Jelly. <u>Express:</u> Present your rock pool in a jar.
			Mathematics	The children will use seaside objects to refine their addition, subtraction, doubling and sharing skills. They will also learn to count in 2's. They will explore problem solving skills. They will recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
			Understanding the World	The children will make comparisons between different environments and consider how is the seaside different to our village/a city? Children will be exploring the properties of sand and other materials. They will be supported in using the internet to view different images/videos of seaside wonders.	

			Expressive Arts and Design	The children will create their own projects using shells, pebbles and driftwood. (Rockpool in a jar) They will explore colour and texture to create sea collages. They will express their own ideas, thoughts and feelings through designing, making art, music, dancing and acting. We will listening to seaside themed music and learn simple sea shanties.	
Summer 2 Experience	Service	Sunshine and Sunflowers	Communication and Language	We will discuss how other people’s feelings can influence our own. We will have a simple debate and show respect for others views while communicating our own.	<u>Engage:</u> Visit to a park/garden to spot flowers. <u>Express:</u> Sunflower garden guided tour – children to lead with knowledge they have gained.
			Personal, Social and Emotional Development	The children will work on being independent, resilient and persevere in the face of challenges. We will be discussing summer holidays and moving up changes.	
			Physical Development	The children will use a variety of sand play tools and equipment. (Blow up inflatables) They will learn how to stay safe in the sun and apply sun lotion. (seed sorting – fine motor)	
			Literacy	We will put all of our Literacy skills together to write simple phrases and sentences about summer that can be read by others. We will look at instructional writing when we plant sunflower seeds. (Take reading outdoors) <u>Key Stories:</u> <i>Katie and the Sunflowers,</i> <i>The Tiny Seed,</i> <i>Kipper’s Sunny Day,</i> <i>Non-fiction books - sun space book, gardening books,</i> <i>Sam plants a sunflower.</i>	
			Mathematics	The children will recognise, create and describe patterns. Explore odd and even numbers. The children will use everyday language to talk about money and solve money problems when working in our class ice cream shop. We will review the math skills that we have learned throughout the year.	
			Understanding the World	We will understand some important changes in the natural world around them, including the seasons and changing states of matter. We will understand the importance of sun for life, busy bees and plants.	
			Expressive Arts and Design	The children will show expression by using colour to create summer art. They will show accuracy and care when producing a life like observational drawing of a sunflower.	

End of the Year ELGs

Communication and Language

Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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 introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

	<p>Physical Development</p>	<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> - 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. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for 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>Literacy</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words 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><u>Word Reading</u></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 their phonic knowledge, including some common exception words. <p><u>Writing</u></p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others

	<p>Mathematics</p>	<p><u>Number</u></p> <ul style="list-style-type: none"> - Have a deep understanding of number to 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 bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	<p>Understanding the World</p>	<p><u>Past and Present</u></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 differences between 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><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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><u>The Natural World</u></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

- 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 playing characters in narratives and stories.

Being Imaginative and Expressive

- 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) try to move in time with music.