



## Leigh on Mendip Primary School - Kingfisher Class Long Term Plan 2021-2022

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Staff: Mrs Layland/ Mrs Brooks		YEAR GROUP: Reception		CLASS: Kingfishers	
Our yearly planning is flexible in the Foundation Stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics, with this in mind we adapt our planning to the needs and interests of the children. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored.					
AUTUMN 1 (7 weeks)	AUTUMN 2 (7 week)	SPRING 1 (7 week)	SPRING 2 (6 week)	SUMMER 1 (5 week)	SUMMER 2 (7week)

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p><b>Jigsaw</b>  <b>Being Me in My World</b>          Help others to feel welcome          Try to make our community a better place          Think about everyone's right to learn          Care about other people's feelings          Work well with others          Choose to follow the Learning Charter</p> <p>Dev. Matters</p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> </ul>	<p><b>Celebrating Difference</b>          Accept that everyone is different          Include others when working and playing          Know how to help if someone is being bullied          Try to solve problems          Try to use kind words          Know how to give and receive compliments</p> <ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<p><b>Dreams and Goals</b>          Stay motivated when doing something challenging          Keep trying even when it is difficult          Work well with a partner or in a group          Have a positive attitude          Help others to achieve their goals          Are working hard to achieve their own dreams and goals</p> <ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge.</li> </ul>	<p><b>Healthy Me</b>          Have made a healthy choice          Have eaten a healthy, balanced diet          Have been physically active          Have tried to keep themselves and others safe          Know how to be a good friend and enjoy healthy friendships          Know how to keep calm and deal with difficult situations</p> <ul style="list-style-type: none"> <li>• Manage their own needs</li> </ul>	<p><b>Relationships</b>          Know how to make friends          Try to solve friendship problems when they occur          Help others to feel part of a group          Show respect in how they treat others          Know how to help themselves and others when they feel upset and hurt          Know and show what makes a good relationship</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> </ul>	<p><b>Changing Me</b>          Understand that everyone is unique and special          Can express how they feel when change happens          Understand and respect the changes that they see in themselves          Understand and respect the changes that they see in others          Know who to ask for help if they are worried about change          Are looking forward to change</p>
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				<ul style="list-style-type: none"><li>• Identify and moderate their own feelings socially and emotionally</li></ul>	<ul style="list-style-type: none"><li>• Think about the perspectives of others.</li></ul>
<p>ELG's</p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or action</li></ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>					



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### PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

PE sessions for one hour a week lead by IG Sports

Introduction to PE	Ball games	Dance	Fundamentals	Games	Gymnastics
<p>Know the importance of good health of physical exercise, and talk about ways to keep healthy and safe.</p> <p>Know how to wash and dry hands.</p> <p>Know how to manage your own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Understand the need for a variety in food (the food pyramid)</p> <p>Know about the 5 different food groups</p> <p>Know that you need at least 5 portions of fruit and vegetables a day.</p>	<p>Know that you need plenty of sleep to help your brain to learn.</p> <p>Know about daily personal hygiene, washing, bathing, brushing teeth and hair.</p>	<p>Understand how good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Know about healthy and unhealthy foods.</p>	<p>Know and observe the effects of activity on their bodies (sweating, increased heart rate).</p> <p>Know that you need daily exercise to keep fit and healthy.</p>	<p>Show understanding of the need for safety when tackling new challenges, and considers and manages some risks</p> <p>Know that equipment and tools have to be used safely.</p>

### ELG's

#### Gross Motor Skills

- 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.

#### Fine Motor Skills

- 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, paintbrushes and cutlery.



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### COMMUNICATION AND LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Personal, Social and Emotional Develop.

<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Engage in story times.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>
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<p><b><u>C&amp;L focus</u></b>          Listening and participating during whole class book sessions          Commenting on stories          Joining in with repeated refrains          Giving personal responses to texts Sequencing stories          Non-fiction          Rhyming          Repeated refrains          Poetry          Traditional tales</p>	<p><b><u>C &amp; L Focus</u></b>          Non-fiction          Sequencing stories          Beginning sentence writing:          Posters, postcards, list writing, story mapping, speech bubbles, labelling, descriptive sentences, letter writing, character descriptions, Book reviews</p>	<p><b><u>C &amp; L Focus</u></b>          Sentence writing:          Thought bubbles          Descriptive sentence writing instructions          Verbal sequencing          Creating fact books          Acting out stories           Character profiling          Using descriptive language          Creating our own stories: beginning, middle &amp; end          Poetry - nonsense</p>
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<p><b>ELG's</b>  <b>Listening, Attention and Understanding</b>          • 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.</p>
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- 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.

### LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



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<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters correctly</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Form capital letters correctly.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
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### ELG's

#### Comprehension

- 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, nonfiction, rhymes and poems and during role play.

#### Word Reading

- 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.

#### Writing

- 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.

### MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes



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<p>Developmental matters</p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul> <p><b>Whiterose Maths</b>  Numbers to 5  Sorting  Comparing Groups  Change within 5  Time</p>	<ul style="list-style-type: none"> <li>• Compare numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul> <p>Numbers to 5  Numbers to 10  Addition to 10  Shape and Space</p>	<ul style="list-style-type: none"> <li>• Count beyond ten.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul> <p>Exploring patterns  Count on and back  Numbers to 20  Numerical Patterns  Measure</p>
<p>ELG's</p> <p>Number</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>		





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### UNDERSTANDING THE WORLD

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Draw information from a simple map.</li> </ul>	<p>Recognise some environments that are different to the one in which they live.</p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
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### Geography

<p>To explore the local area.</p> <p>To look at physical features on a Woodland walk</p> <p>To observe the features around our school. (Rural)</p>	<p>To observe Weather patterns</p> <p>To look at similarities and differences in different locations around the world. Weather, human &amp; physical features</p> <p>To observe location on a globe/world map</p>	<p>To look at similarities and differences in homes found around the world.</p> <p>To use the Earth Cubs app to make own investigations of different countries.</p> <p>To look at the physical features in the place where Handa lives. Similarities and differences.</p>	<p>To consider the impact that humans have made to the world.</p> <p>Super-sized – finding out about extraordinary animals, oceans, mountains, ...</p> <p>Learning about how planets were formed. Exploring various rocks.</p>
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### Science - Seasonal changes (throughout the year)

Humans	Sound Light	Materials, including changing materials	Animals excluding humans	Living things and their habitats Life Cycles	Forces Earth and space
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### ELG's

#### **Past and Present**

- 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.

#### **People, Culture and Communities**

- 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.

#### **The Natural World**

- 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

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and



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participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<ul style="list-style-type: none"> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>
<p>Colour: naming, recognising and using primary colours to mix paints</p> <p>Painting: self portraits (Van Gogh and Picasso)</p>	<p>Colour: studying 'Winter Landscape with skaters and bird trap' by Brueghel (1565)</p> <p>'The Magpie' by Claude Monet (1869)</p> <p>Cutting : Snowflakes Monet : Poppy Fields Diva Lamps</p>	<p>Design : Building Castles with Junk Modelling</p> <p>Puppets: Chinese New Year</p>	<p>Exploring line: in Kandinsky</p> <p>Design: Making a boat that floats and another vehicle that moves with wheels</p>	<p>Still Life: drawing and painting fruit (Paul Cezanne - The basket of apples, 1895)</p> <p>Paul Cezanne - Curtain, Jug and Fruit (1894)</p>	<p>Art inspired by nature - Henri Rousseau and Andy Goldsworthy</p> <p>Silhouettes Pictures</p>

### ELG's

#### **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.