



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

EYFS

	Autumn Term		Spring Term		Summer Term	
Communication and language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Engage in story times Learn rhymes, poems and songs <p><u>Reading link:</u> We Feel Happy: Katie Abey Favourite Nursery Rhymes: Jonathan Langley All Are Welcome: Alexandra Penfold</p>	<ul style="list-style-type: none"> Learning new vocabulary and use though the day Listen to and talk about stories to build familiarity and understanding Describe events in some detail <p><u>Reading link:</u> Kings of the Castle: Victoria Turnbull I'll Love You...: Kathryn Cristaldi The Way Back Home: Oliver Jeffers</p>	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them Develop social phrases Use new vocabulary in different contexts <p><u>Reading link:</u> Thank Goodness for Bob: Matthew Morgan My World, Your World: Melanie Walsh Little Red Hen: Jonathan Allen</p>	<ul style="list-style-type: none"> Articulate ideas and thoughts in well-formed sentences Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound <p><u>Reading link:</u> The Talkative Tortoise: Andrew Fusek Peters Wombat Goes Walkabout: Michael Morpurgo Handa's Surprise: Eileen Browne</p>	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Engage in non-fiction books <p><u>Reading link:</u> Deep-Sea Diary: Simon Bartram Pink is for Boys: Robb Pearlman Elmer: David McKee</p>	<ul style="list-style-type: none"> Connect one idea to another using a range of connectives Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p><u>Reading link:</u> The Colour Monster: Anna Llenas Here We Are: Oliver Jeffers Funnybones: Janet and Allan Ahlberg</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Build constructive and respectful relationships Manage their own needs – personal hygiene <p><u>PSHE link:</u> Me and my relationships What makes me special People close to me</p>	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally <p><u>PSHE link:</u> Valuing difference Similarities and difference</p>	<ul style="list-style-type: none"> Talk about the perspectives of others <p><u>PSHE link:</u> Keeping safe Keeping my body safe Safe secrets and touches People who help us to keep safe</p>	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing <p><u>PSHE link:</u> Rights and respect Looking after things: friends, environment, money</p>	<ul style="list-style-type: none"> Express feelings and consider feelings of others <p><u>PSHE link:</u> Being my best Keeping my body healthy: food, exercise, sleep Growth Mindset</p>	<ul style="list-style-type: none"> See themselves as a valuable individual <p><u>PSHE link:</u> Growing and changing Life stages Girls and boys: similarities and differences</p>



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	Getting help	Celebrating a difference Showing kindness				
Physical Development	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor <p>PE link: Personal Co-ordination: Footwork Static Balance: One leg</p>	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes <p>PE link: Social Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated</p>	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group <p>PE link: Cognitive Dynamic Balance: On a Line Static Balance: Stance</p>	<ul style="list-style-type: none"> Combine different movements with ease and fluency Develop overall body-strength, balance, co-ordination and agility <p>PE link: Creative Coordination: Ball Skills Counter Balance: With a Partner</p>	<ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming Develop the foundations of a handwriting style that is fast, accurate and efficient <p>PE link: Physical Coordination: Sending and Receiving Agility: Reaction / Response</p>	<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to successfully engage with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Develop competence, confidence, precision and accuracy when engaging in activities that involve a ball. <p>PE link: Health and Fitness Agility: Ball Chasing Static Balance: Floor Work</p>
Literacy	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences 	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme Form lower case and capital letters correctly 	<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them Write short sentences with words with known sound-letter 	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense <p>Writing and Mark Making Don't Worry Little Crab: Chris Haughton Lets Make Faces: Hanoch Piven</p>



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	<p><u>Writing and Mark Making</u> Each, Peach, Pear, Plum: Allan and Janet Ahlberg (Rhyme) Marvellous Me: Lisa Bullard Where the Wild things are: Maurice Sendak</p> <p><u>Sounds introduced:</u> a t m s i n o p b c g h <u>Word structures introduced:</u> CVC VC <u>High frequency words:</u> a, is, the, I</p>	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s <p><u>Writing and Mark Making</u> We're Going on a Bear Hunt: Michael Rosen Supertato: Paul Linnet and Sue Hendra</p> <p><u>Sounds introduced:</u> d e f v k l u r j w z x y <u>Word structures introduced:</u> CVC VC <u>High frequency words:</u> for, of, are, was, all</p>	<p><u>Writing and Mark Making</u> The Gruffalo: Julia Donaldson The Three Little Pigs: Nicola Baxter</p> <p><u>Sounds covered:</u> ss, ll, ff, zz <u>Word structures introduced:</u> VCC, CVCC, CCVC</p>	<p><u>Writing and Mark Making</u> Because of an Acorn: Adam and Lola Schaefer Commotion in the Ocean: Giles Andreae</p> <p><u>Sounds covered:</u> sh, ch <u>Word structures introduced:</u> CCVC, CCVCC, CCCVC, CCVCC <u>High frequency words:</u> Come, some, to</p>	<p>correspondences using a capital letter and full stop</p> <p><u>Writing and Mark Making</u> Pattan's Pumpkin: Chitra Soundar The Very Hungry Caterpillar: Eric Carle All Aboard the London Bus: Patricia Toht</p> <p><u>Sounds covered:</u> th (unvoiced), ck, th (voiced), ng, wh, q u, tch <u>High frequency words:</u> There, their, these, what, where, who</p>	<p>Oi Frog!: Kes Gray and Jim Field</p> <p><u>Sounds covered:</u> Bridging lessons: w/wh, c/k/ck, ch/tch, l/ll/le <u>Word structures:</u> Introduce concept of syllables with clapping</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds • Link the number symbol (numeral) with its cardinal number value • Count beyond 10 • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Subitise <p><u>Core Maths:</u> Choral counting, group counting, continuous provision counting. Counting: 5-9 <u>NCETM link:</u> Developing Spatial Reasoning including position and shape.</p>	<ul style="list-style-type: none"> • Compare numbers • Understand the 'one more than' relationship between consecutive numbers • Explore the composition of numbers to 10 <p><u>Core Maths:</u> Composition of 2,3,4 / calculating within 4- 6 <u>NCETM link:</u> Patterns and relationships including repeated</p>	<ul style="list-style-type: none"> • Understand the 'one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 <p><u>Core Maths:</u> Compare numbers Composition of 7 and calculating within 7- 8 <u>NCETM link:</u> Patterns and relationships including</p>	<ul style="list-style-type: none"> • Explore the composition of numbers to 10 • Compare length, weight and capacity <p><u>Core Maths:</u> Composition of 9 and calculating within 9 – 10 Double numbers <u>NCETM link:</u> Measures</p>	<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-5 and some to 10 • Continue, copy and create repeating patterns. <p><u>Core Maths:</u> Distributing equally Securing and using number facts <u>NCETM link:</u> Patterns and relationships</p>	



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			patterns, shapes and colours.	times, events, making connections.		
Understanding the world	<ul style="list-style-type: none"> Name and describe people who are familiar to them Explore the natural world around them <p><u>Year A:</u> <u>Science link:</u> Materials <u>History link:</u> Local Study</p> <p><u>Year B:</u> <u>Science link:</u> Materials <u>Geography link:</u> Local area study</p>	<ul style="list-style-type: none"> Comment on images of familiar situations in the past Recognise some environments that are different to the one in which they live <p><u>Year A:</u> <u>Science link:</u> Earth and Space <u>Geography link:</u> Weather and Seasons</p> <p><u>Year B:</u> <u>Science link:</u> Earth and Space <u>History link:</u> Local Study</p>	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Talk about members of their immediate family and community <p><u>Year A:</u> <u>Science link:</u> Forces/Light and Sound <u>History link:</u> Significant Individuals</p> <p><u>Year B:</u> <u>Science link:</u> Forces/Light and Sound <u>Geography link:</u> Coasts</p>	<ul style="list-style-type: none"> Draw information from a simple map Describe what they see, hear and feel when outside <p><u>Year A:</u> <u>Science link:</u> Living things and their habitats <u>Geography link:</u> Hot & Cold Places</p> <p><u>Year B:</u> <u>Science link:</u> Living things and their habitats <u>History link:</u> Changes within living memory: Toys</p>	<ul style="list-style-type: none"> Understand that some places are special to members of their community Understand the effect of changing seasons on the natural world around them <p><u>Year A:</u> <u>Science link:</u> Animals excluding humans <u>Geography link:</u> United Kingdom</p> <p><u>Year B:</u> <u>Science link:</u> Animals excluding humans <u>Geography link:</u> Comparison of contrasting locality</p>	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries Recognise that people have different beliefs and celebrate special times in different ways <p><u>Year A:</u> <u>Science link:</u> Humans <u>History link:</u> Events beyond living memory</p> <p><u>Year B:</u> <u>Science link:</u> Humans <u>History link:</u> Significant individuals</p>
Expressive Arts and Design	<ul style="list-style-type: none"> Develop storylines in their pretend play <p><u>Art link:</u> What can we see?</p>	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching pitch and



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	<p><u>Music links:</u> I've got a grumpy face Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>The sorcerer's apprentice Explore storytelling elements in the music and create a class story inspired by the piece.</p>	<p><u>Art link:</u> How can we explore colour?</p> <p><u>Music links:</u> Witch, witch Make up a simple accompaniment using percussion instruments.</p> <p>Row, row, row your boat Make up new lyrics and vocal sounds for different kinds of transport.</p>	<p>feelings and responses</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills <p><u>Art link:</u> How can we build worlds?</p> <p><u>Music links:</u> Birdspotting: Cuckoo polka Explore the range and capabilities of voices through vocal play.</p> <p>Shake my sillies out Improvise music to accompany a story, considering how to match sound with story element i.e.timbre, high/low.</p>	<p>feelings and responses</p> <p><u>Art link:</u> How can we explore materials and marks?</p> <p><u>Music links:</u> Up and down Make up new lyrics and accompanying actions and sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</p> <p>Five fine bumble bees Improvise a vocal/physical soundscape about minibeasts.</p>	<p><u>Art link:</u> How can we explore 3D materials</p> <p><u>Music links:</u> Down there under the sea. Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments.</p> <p>It's oh so quiet! Improvise music with different instruments following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</p>	<p>following the melody</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them <p><u>Art link:</u> How can we use our bodies to make art? / How can we use our imaginations?</p> <p><u>Music links:</u> Slap clap clap Compose a three-beat body percussion pattern and perform it to a steady beat and sing a melody in waltz time and perform the actions.</p> <p>Bow, bow, bow Belinda Sing a song while performing a sequence of dance steps and play a two-note accompaniment, marking the pulse on tuned or untuned percussion.</p>
RE	Being special: Where do we belong? (F4)	Why is Christmas special for Christians? (F2)	Why is the word "God" so important to Christians? (F1)	Why is Easter special to Christians? (F3)	What places are special and why? (F5)	What times / stories are special and why? (F6)



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	<p>Share occasions when things have happened in their lives to make them feel special.</p> <p><i>Remembrance</i> <i>Harvest</i></p>	<p>Recall simply what happens at a Christian festival..</p> <p><i>Festival of Light</i> <i>Christmas</i></p>	<p>Retell stories, talking about what they say about the world, God and human beings.</p> <p><i>Lent</i></p>	<p>recognise and retell stories connected with the celebration of Easter.</p> <p><i>Easter</i></p>	<p>Begin to recognise that for Christians, Muslims and Jews, these special places link to beliefs about God.</p> <p><i>Pentecost</i> <i>The Holy Trinity</i></p>	<p>Identify a sacred text and talk about some of the things it teaches believers.</p>
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