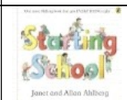
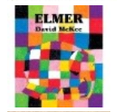
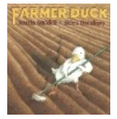
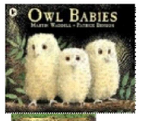
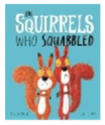
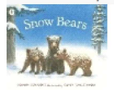
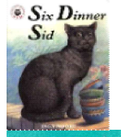
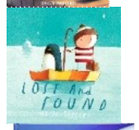
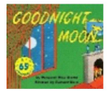
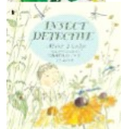
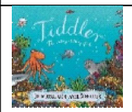
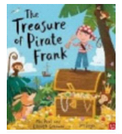
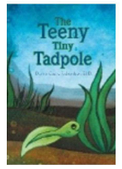
# Connor Downs Academy EYFS Long Term Plan

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Topics** | **All about me** | **Festivals and Celebrations** | **Polar regions** | **Space and Journeys** | **Sowing and Growing** | **Under the Sea** |
| **High Quality Texts** | <br><br><br><br> | <br>The Gingerbread Man<br><br><br><br> | <br>The Enormous Turnip<br><br><br><br> | <br><br><br><br> | <br>Jack and the Beanstalk<br><br><br><br> | <br><br><br><br> |
| **Cornish Curriculum** | **Go Cornish**<br>Take the register in Cornish<br>Please and thank you in Cornish | | **Go Cornish**<br>Meet and greet in Cornish<br>Where is Cornwall? | | **Go Cornish**<br>Count to 10 in Cornish | |
| **Personal, Social & Emotional Development** | Establish class routines, expectations and relationships.<br><br>Explore feelings, friendships and belonging. | Recognise and discuss the feelings of others through stories, celebrations and shared experiences.<br><br>Develop awareness of similarities and differences. | Develop resilience and perseverance when facing challenge.<br><br>Work collaboratively during investigations and projects. | Explore aspirations, achievements and significant individuals.<br><br>Develop confidence when sharing ideas and taking risks in learning. | Take responsibility for caring for living things and the environment.<br><br>Develop independence within daily routines and learning tasks. | Reflect on achievements and experiences throughout Reception.<br><br>Prepare for transition and change. |
| | **SCARF**:<br>Me and my relationships | **SCARF**:<br>Valuing difference<br><br>**We thinkers: Thinking thoughts and feeling feelings** | **SCARF**:<br>Keeping myself safe<br><br>**We thinkers: The group plan** | **SCARF**:<br>Rights & responsibilities<br><br>**We thinkers: Thinking with your eyes** | **SCARF**:<br>Being the best I can<br><br>**We thinkers: Body in the group** | **SCARF**:<br>Growing & changing<br><br>**We thinkers: Whole body listening** |

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| **Skill progression** | Recognise feelings, build relationships and follow expectations and routines. | | Manage emotions, cooperate with others and persevere when challenged. | | Demonstrate increasing independence, resilience and confidence when making decisions and facing new experiences. | |
| **Communication & Language**<br><br>**Wellcomm** | Listen to and talk about stories, rhymes and poems linked to family, emotions and starting school.<br><br>Learn and use vocabulary linked to routines, relationships and the school environment.<br><br>Talk about experiences, interests and significant events. | Listen to and discuss stories and information texts linked to celebrations, seasons and woodland habitats.<br><br>Learn and use vocabulary linked to traditions, wildlife and seasonal change.<br><br>Retell and discuss familiar narratives. | Listen to fiction and non-fiction texts about polar regions and exploration.<br><br>Learn and use vocabulary linked to cold environments, animals and habitats.<br><br>Discuss observations and ask questions to find out more. | Listen to stories and information texts about journeys, transport and space.<br><br>Learn and use vocabulary linked to travel, mapping and exploration.<br><br>Discuss ideas, predictions and discoveries. | Listen to stories and non-fiction linked to plants, growth and minibeasts.<br><br>Learn and use vocabulary linked to life cycles and habitats.<br><br>Discuss observations and findings from investigations. | Listen to stories and information texts about oceans and marine life.<br><br>Learn and use vocabulary linked to sea creatures, habitats and conservation.<br><br>Share knowledge, experiences and opinions through discussion and storytelling. |
| **Skills progression** | Listen attentively, understand questions and respond to familiar experiences and stories. | | Ask questions, explain ideas and engage in sustained discussions linked to learning and exploration. | | Communicate ideas clearly, justify thinking and adapt language for different purposes and audiences. | |
| **Physical Development (fine)** | Develop balance, coordination and spatial awareness through indoor and outdoor provision.<br><br>Establish correct pencil grip and fine motor control. | Develop movement through dance, games and outdoor exploration.<br><br>Strengthen fine motor control through creative and practical activities. | Develop balance and agility through obstacle courses and outdoor challenges.<br><br>Refine mark making and letter formation. | Develop control and coordination through team games, movement and role play.<br><br>Increase consistency in letter formation and tool use. | Develop strength and coordination through gardening, digging and outdoor learning.<br><br>Apply fine motor skills within writing and creative activities. | Apply movement skills confidently in a range of physical activities.<br><br>Use fine motor skills with increasing precision and independence. |
| **P.E. (gross)** | Walking | Ball Skills: Hands | Gymnastics | Dance | Ball Skills: Feet | Games for Understanding |
| **Skill progression** | Develop core strength, balance, stability and fine motor control. | | Refine coordination, agility and manipulation skills with increasing control and accuracy. | | Apply gross and fine motor skills with fluency, precision and confidence across a range of contexts. | |
| **Literacy**<br><br>**Little Wandle Scheme** | Describe own drawings.<br>Discuss familiar stories.<br>Contribute to whole class story time.<br>Write initial sounds to label pictures. | Write CVC words to label pictures.<br>Re-tell poems and stories.<br>Learn some HFW. | Continue to write CVC words.<br>Write lists and short captions.<br>Learn HFW. | Continue to write lists and captions.<br>Begin writing short simple sentences.<br>Re-enact stories. | Write simple sentences for a range of purposes.<br>Learn a larger range of HFW. | Write a range of sentences phonetically spelt including HFW.<br>Write a set of instructions. |

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| **Skills Progression** | Comprehension of familiar stories<br>Oral composition<br>Recognise and recall taught GPCs | | Retelling and sequencing narratives<br>Sentence composition<br>Application of phonics to writing | | Responding to texts and composing own ideas<br>Independent sentence writing<br>Increasing fluency and independence. | |
| **Mathematics**<br><br>**White Rose Maths** | Match, sort and compare<br><br>Talk about measure and pattern. | It's Me, 1, 2, 3<br><br>Circles and Triangles<br><br>1, 2, 3, 4, 5<br><br>Shapes with 4 Sides | Alive in 5<br><br>Mass and capacity<br><br>Growing 6, 7, 8 | Length, Height and Time<br><br>Building 9 and 10<br><br>Explore 3D Shapes | To 20 and Beyond<br><br>How Many Now?<br><br>Manipulate, Compose and Decompose | Sharing and Grouping<br><br>Visualise, Build and Map<br><br>Make Connections<br><br>Consolodation. |
| **Skill progression** | Subitise, count and compare quantities within familiar ranges. | | Explain relationships between numbers and apply mathematical thinking to solve problems. | | Use number knowledge, patterns and reasoning with increasing accuracy and independence. | |
| **Understanding of the World** | **Past and Present**<br>Talk about family members and familiar people.<br>Explore baby photos and discuss change over time.<br>Talk about significant events and experiences.<br><br>**People, Culture and Communities**<br>Explore families and relationships.<br>Learn about people who help in school and the local community.<br>Recognise similarities and differences between families.<br><br>**The Natural World**<br>Observe seasonal changes during autumn.<br>Explore the school environment using the senses.<br>Learn how to care for living things and the outdoor environment. | **Past and Present**<br>Talk about celebrations and events experienced in the past.<br>Compare familiar celebrations within living memory.<br><br>**People, Culture and Communities**<br>Learn about Diwali, Bonfire Night, Remembrance and Christmas.<br>Explore similarities and differences between traditions and celebrations.<br>Develop awareness of the locality.<br><br>**The Natural World**<br>Observe seasonal changes from autumn into winter.<br>Investigate woodland habitats and British wildlife.<br>Explore how animals respond to seasonal change. | **Past and Present**<br>Learn about explorers and journeys to cold environments.<br>Compare exploration in the past and present.<br><br>**People, Culture and Communities**<br>Locate the Arctic and Antarctic on a globe.<br>Compare life in Cornwall with life in contrasting environments.<br><br>**The Natural World**<br>Investigate snow, ice and freezing.<br>Explore how animals survive in polar habitats.<br>Observe and describe winter weather.<br>Compare local and polar environments. | **Past and Present**<br>Compare transport from the past with transport today.<br>Learn about significant individuals including Tim Peake and Amelia Earhart.<br><br>**People, Culture and Communities**<br>Celebrate St Piran's Day and explore Cornish identity.<br>Explore reasons for journeys and travel.<br>Use simple maps to discuss familiar routes and places.<br><br>**The Natural World**<br>Explore Earth, the Moon and planets through stories, discussion and investigation.<br>Observe patterns of day and night.<br>Ask questions about the wider world. | **Past and Present**<br>Observe and discuss change over time as plants grow.<br>Compare observations made across a growing period.<br><br>**People, Culture and Communities**<br>Learn about farming and food production in Cornwall.<br>Explore where food comes from and how it reaches communities.<br><br>**The Natural World**<br>Observe plant growth and life cycles.<br>Explore minibeasts and habitats.<br>Investigate what living things need to survive.<br>Observe seasonal changes from spring into summer. | **Past and Present**<br>Reflect on growth, change and learning across the year.<br>Discuss how knowledge and experiences develop over time.<br><br>**People, Culture and Communities**<br>Learn how coastal environments are used and cared for.<br>Explore how communities help protect beaches and oceans.<br><br>**The Natural World**<br>Explore oceans and marine habitats around the world.<br>Investigate sea creatures and simple food chains.<br>Compare local coastal environments with other marine habitats.<br>Explore ways to care for environments and support conservation. |

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| **RE** | **RE**<br>Why is the word God so important to Christians? | **RE**<br>Why is Christmas special for Christians? | **RE**<br>Why is Easter special for Christians? | **RE**<br>Being Special: Where do we belong? | **RE**<br>Which places are special and why? | **RE**<br>Which stories are special and why? |
| **Outdoor Learning** | Care for the animals and environment.<br><br>Planting bulbs.<br><br>Seasonal changes. | Observing the natural world in more detail.<br><br>Understanding British wildlife.<br><br>Winter safety including fireworks and cold weather. | Seasonal changes.<br><br>Properties of ice and snow.<br><br>Compare contrasting environments. | Name and describe some plants.<br><br>Create and follow simple maps.<br><br>Note and record the weather. | Seasonal changes.<br><br>Planting opportunities and harvesting crops.<br><br>Label the parts of a plant. | Pond dipping.<br><br>Record the natural world accurately through drawing and observation.<br><br>Summer safety including beach dangers and hot weather. |
| **Skills progression** | Observe and talk about familiar people, places, events and environments. | | Compare experiences, environments and communities, identifying similarities and differences. | | Explain observations, make connections and understand how actions can affect living things and environments. | |
| **Expressive Art & Design** | Explore colour, drawing, painting and self-portraiture.<br><br>Engage in role play linked to home, family and school experiences.<br><br>Learn and perform songs and rhymes. | Explore natural materials, transient art and seasonal creativity.<br><br>Use stories and celebrations as inspiration for art, music and performance. | Explore texture, sculpture and representation inspired by polar environments and animals.<br><br>Develop imaginative play linked to exploration and adventure. | Explore design, construction and representation through transport and space themes.<br><br>Use music, movement and role play to express ideas. | Explore observational drawing, model making and creative responses to nature.<br><br>Use stories and experiences to inspire imaginative play and performance. | Explore collaborative artwork, storytelling, music and performance linked to oceans and marine life.<br><br>Create outcomes that combine skills and knowledge developed throughout the year. |
| **Music (Charanga)** | Me!<br>Find the pulse.<br>Clapping rhythm | My Stories<br>Find the pulse<br>Copy Clap | Everyone!<br>Invent ways to find the pulse<br>Copy Clap Pitch | Our World<br>Find the pulse and show others<br>Copy Clap Pitch | Big Bear Funk<br>Add the beat<br>Pitch Play patterns | Reflect, rewind and reply<br>Revise, practice and collaborate skills |
| **Skills progression** | Explore materials, media and imaginative experiences to represent ideas. | | Combine techniques, develop ideas and collaborate with others to extend creative outcomes. | | Select resources purposefully and create original outcomes that communicate ideas with increasing independence and detail. | |
| **British Values** | Mutual respect<br>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated | Mutual Tolerance<br>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations | Rule of law<br>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules | Individual liberty<br>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different | Democracy<br>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. | Recap all British Values<br>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |