



DOWN AMPNEY PRIMARY SCHOOL LONG TERM PLAN

EYFS

	Autumn Term		Spring Term		Summer Term	
Communication and language	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important</li> <li>Engage in story times</li> <li>Learn rhymes, poems and songs</li> </ul> <p><u>Reading link:</u> <b>We Feel Happy:</b> Katie Abey <b>Favourite Nursery Rhymes:</b> Jonathan Langley <b>All Are Welcome:</b> Alexandra Penfold</p>	<ul style="list-style-type: none"> <li>Learning new vocabulary and use though the day</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Describe events in some detail</li> </ul> <p><u>Reading link:</u> <b>Kings of the Castle:</b> Victoria Turnbull <b>I'll Love You...:</b> Kathryn Cristaldi <b>The Way Back Home:</b> Oliver Jeffers</p>	<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Develop social phrases</li> <li>Use new vocabulary in different contexts</li> </ul> <p><u>Reading link:</u> <b>Thank Goodness for Bob:</b> Matthew Morgan <b>My World, Your World:</b> Melanie Walsh <b>Little Red Hen:</b> Jonathan Allen</p>	<ul style="list-style-type: none"> <li>Articulate ideas and thoughts in well-formed sentences</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>Listen carefully to rhymes and songs, paying attention to how they sound</li> </ul> <p><u>Reading link:</u> <b>The Talkative Tortoise:</b> Andrew Fusek Peters <b>Wombat Goes Walkabout:</b> Michael Morpurgo <b>Handa's Surprise:</b> Eileen Browne</p>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Engage in non-fiction books</li> </ul> <p><u>Reading link:</u> <b>Deep-Sea Diary:</b> Simon Bartram <b>Pink is for Boys:</b> Robb Pearlman <b>Elmer:</b> David McKee</p>	<ul style="list-style-type: none"> <li>Connect one idea to another using a range of connectives</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p><u>Reading link:</u> <b>The Colour Monster:</b> Anna Llenas <b>Here We Are:</b> Oliver Jeffers <b>Funnybones:</b> Janet and Allan Ahlberg</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships</li> <li>Manage their own needs – personal hygiene</li> </ul> <p><u>PSHE link:</u> <b>Me and my relationships</b> What makes me special People close to me</p>	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate their own feelings socially and emotionally</li> </ul> <p><u>PSHE link:</u> <b>Valuing difference</b> Similarities and difference</p>	<ul style="list-style-type: none"> <li>Talk about the perspectives of others</li> </ul> <p><u>PSHE link:</u> <b>Keeping safe</b> Keeping my body safe Safe secrets and touches People who help us to keep safe</p>	<ul style="list-style-type: none"> <li>Know and talk about the different factors that support their overall health and wellbeing</li> </ul> <p><u>PSHE link:</u> <b>Rights and respect</b> Looking after things: friends, environment, money</p>	<ul style="list-style-type: none"> <li>Express feelings and consider feelings of others</li> </ul> <p><u>PSHE link:</u> <b>Being my best</b> Keeping my body healthy: food, exercise, sleep Growth Mindset</p>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> </ul> <p><u>PSHE link:</u> <b>Growing and changing</b> 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"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul> <p><u>PE link:</u> <b>Personal</b> Co-ordination: Footwork Static Balance: One leg</p>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</li> </ul> <p><u>PE link:</u> <b>Social</b> Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated</p>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired – rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul> <p><u>PE link:</u> <b>Cognitive</b> Dynamic Balance: On a Line Static Balance: Stance</p>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> <li>Develop overall body-strength, balance, co-ordination and agility</li> </ul> <p><u>PE link:</u> <b>Creative</b> Coordination: Ball Skills Counter Balance: With a Partner</p>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>Develop the foundations of a handwriting style that is fast, accurate and efficient</li> </ul> <p><u>PE link:</u> <b>Physical</b> Coordination: Sending and Receiving Agility: Reaction / Response</p>	<ul style="list-style-type: none"> <li>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</li> <li>Develop competence, confidence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> <p><u>PE link:</u> <b>Health and Fitness</b> Agility: Ball Chasing Static Balance: Floor Work</p>
Literacy	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Read a few common exception words matched to the school's phonic programme</li> <li>Form lower case and capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Write short sentences with words with known sound-letter</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> </ul> <p><u>Writing and Mark Making</u> <b>Don't Worry Little Crab:</b> Chris Haughton <b>Lets Make Faces:</b> Hanoch Piven</p>



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	<p><u>Writing and Mark Making</u>  <b>Each, Peach, Pear, Plum:</b> Allan and Janet Ahlberg (Rhyme)  <b>Marvellous Me:</b> Lisa Bullard  <b>Where the Wild things are:</b> Maurice Sendak</p> <p><u>Sounds introduced:</u>  a t m s i n o p b c g h</p> <p><u>Word structures introduced:</u>  CVC VC</p> <p><u>High frequency words:</u>  a, is, the, I</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><u>Writing and Mark Making</u>  <b>We're Going on a Bear Hunt:</b> Michael Rosen  <b>Supertato:</b> Paul Linnet and Sue Hendra</p> <p><u>Sounds introduced:</u>  d e f v k l u r j w z x y</p> <p><u>Word structures introduced:</u>  CVC VC</p> <p><u>High frequency words:</u>  for, of, are, was, all</p>	<p><u>Writing and Mark Making</u>  <b>The Gruffalo:</b> Julia Donaldson  <b>The Three Little Pigs:</b> Nicola Baxter</p> <p><u>Sounds covered:</u>  ss, ll, ff, zz</p> <p><u>Word structures introduced:</u>  VCC, CCVC, CCVC</p>	<p><u>Writing and Mark Making</u>  <b>Because of an Acorn:</b> Adam and Lola Schaefer  <b>Commotion in the Ocean:</b> Giles Andreae</p> <p><u>Sounds covered:</u>  sh, ch</p> <p><u>Word structures introduced:</u>  CCVC, CCVCC, CCCVC, CCVCCC</p> <p><u>High frequency words:</u>  Come, some, to</p>	<p><b>correspondences using a capital letter and full stop</b></p> <p><u>Writing and Mark Making</u>  <b>Pattan's Pumpkin:</b> Chitra Soundar  <b>The Very Hungry Caterpillar:</b> Eric Carle  <b>All Aboard the London Bus:</b> Patricia Toht</p> <p><u>Sounds covered:</u>  th (unvoiced), ck, th (voiced), ng, wh, q u, tch</p> <p><u>High frequency words:</u>  There, their, these, what, where, who</p>	<p><b>Oi Frog!</b> Kes Gray and Jim Field</p> <p><u>Sounds covered:</u>  Bridging lessons: w/wh, c/k/ck, ch/tch, l/ll/le</p> <p><u>Word structures:</u>  Introduce concept of syllables with clapping</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond 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> <li>Subitise</li> </ul> <p><u>Core Maths:</u>  Choral counting, group counting, continuous provision counting.  Counting: 5-9</p> <p><u>NCETM link:</u>  Developing Spatial Reasoning including position and shape.</p>	<ul style="list-style-type: none"> <li>Compare numbers</li> <li>Understand the 'one more than' relationship between consecutive numbers</li> <li>Explore the composition of numbers to 10</li> </ul> <p><u>Core Maths:</u>  Composition of 2,3,4 / calculating within 4- 6</p> <p><u>NCETM link:</u>  Patterns and relationships including repeated</p>	<ul style="list-style-type: none"> <li>Understand the 'one less than' relationship between consecutive numbers</li> <li>Explore the composition of numbers to 10</li> </ul> <p><u>Core Maths:</u>  Compare numbers  Composition of 7 and calculating within 7- 8</p> <p><u>NCETM link:</u>  Patterns and relationships including</p>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10</li> <li>Compare length, weight and capacity</li> </ul> <p><u>Core Maths:</u>  Composition of 9 and calculating within 9 – 10  Double numbers</p> <p><u>NCETM link:</u>  Measures</p>	<ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0-5 and some to 10</li> <li>Continue, copy and create repeating patterns.</li> </ul> <p><u>Core Maths:</u>  Distributing equally  Securing and using number facts</p> <p><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"> <li>Name and describe people who are familiar to them</li> <li>Explore the natural world around them</li> </ul> <p><u>Science link:</u> Materials <u>History link:</u> Local Study</p>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past</li> <li>Recognise some environments that are different to the one in which they live</li> </ul> <p><u>Science link:</u> Earth and Space <u>Geography link:</u> Weather and Seasons</p>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Talk about members of their immediate family and community</li> </ul> <p><u>Science link:</u> Forces/Light and Sound <u>History link:</u> Significant Individuals</p>	<ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Describe what they see, hear and feel when outside</li> </ul> <p><u>Science link:</u> Living things and their habitats <u>Geography link:</u> Hot &amp; Cold Places</p>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community</li> <li>Understand the effect of changing seasons on the natural world around them</li> </ul> <p><u>Science link:</u> Animals excluding humans <u>Geography link:</u> United Kingdom</p>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> </ul> <p><u>Science link:</u> Humans <u>History link:</u> Events beyond living memory</p>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play</li> </ul> <p><u>Art link:</u> What can we see?</p> <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>	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul> <p><u>Art link:</u> How can we explore colour?</p> <p><u>Music links:</u> Witch, witch</p>	<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>Create collaboratively, sharing ideas, resources and skills</li> </ul> <p><u>Art link:</u></p>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> </ul> <p><u>Art link:</u> How can we explore materials and marks?</p> <p><u>Music links:</u> Up and down</p>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> </ul> <p><u>Art link:</u> How can we explore 3D materials</p> <p><u>Music links:</u></p>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching pitch and following the melody</li> <li>Return to and build on their previous learning, refining ideas and developing their</li> </ul>



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	<p><b>The sorcerer's apprentice</b> Explore storytelling elements in the music and create a class story inspired by the piece.</p>	<p>Make up a simple accompaniment using percussion instruments.</p> <p><b>Row, row, row your boat</b> Make up new lyrics and vocal sounds for different kinds of transport.</p>	<p><b>How can we build worlds?</b></p> <p><u>Music links:</u> <b>Birdspotting: Cuckoo polka</b> Explore the range and capabilities of voices through vocal play.</p> <p><b>Shake my sillies out</b> Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low.</p>	<p>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><b>Five fine bumble bees</b> Improvise a vocal/physical soundscape about minibeasts.</p>	<p><b>Down there under the sea.</b> Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments.</p> <p><b>It's oh so quiet!</b> 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><b>ability to represent them</b></p> <p><u>Art link:</u> <b>How can we use our bodies to make art? / How can we use our imaginations?</b></p> <p><u>Music links:</u> <b>Slap clap clap</b> 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><b>Bow, bow, bow Belinda</b> 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	<p><b>Being special: Where do we belong?</b> (F4) Share occasions when things have happened in their lives to make them feel special.</p> <p><i>Remembrance Harvest</i></p>	<p><b>Why is Christmas special for Christians?</b> (F2) Recall simply what happens at a Christian festival..</p> <p><i>Festival of Light Christmas</i></p>	<p><b>Why is the word "God" so important to Christians?</b> (F1) Retell stories, talking about what they say about the world, God and human beings.</p> <p><i>Lent</i></p>	<p><b>Why is Easter special to Christians?</b> (F3) recognise and retell stories connected with the celebration of Easter.</p> <p><i>Easter</i></p>	<p><b>What places are special and why?</b> (F5) Begin to recognise that for Christians, Muslims and Jews, these special places link to beliefs about God.</p> <p><i>Pentecost</i></p>	<p><b>What times / stories are special and why?</b> (F6) Identify a sacred text and talk about some of the things it teaches believers.</p>



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*The Holy Trinity*