



**STONEFERRY PRIMARY SCHOOL
EARLY YEARS FOUNDATION STAGE LONG TERM PLAN**

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

CONCEPTS To know or understand:	ATTITUDES Personal qualities to foster:	SKILLS To be able to:	ROLE OF ADULTS Teaching opportunities:
<ul style="list-style-type: none">- it is okay to get things wrong sometimes- friends help each other- friends share and take turns- we all need to look after the resources- different feelings are called emotions- emotions have different names- it is part of everyday life to experience emotions- rules keep everyone safe and happy- a compromise involves some give and take	<ul style="list-style-type: none">- persevere when things are difficult- show empathy- show kindness- be helpful- be mindful of the needs of others- show interest in others- have the confidence to stand up for own rights or beliefs- follow the class rules- be a good team player- be a good loser	<ul style="list-style-type: none">- share resources- form friendships- take turns- use conventional greetings and manners- verbalise plans and intentions- talk about own feelings- recognise the physical sensations brought on by different emotions- name various emotions	<ul style="list-style-type: none">- children in key worker groups to foster relationships- discuss feelings and emotions- share stories that explore different emotions- model manners, sharing, being helpful- develop emotional literacy- apply class rules fairly and consistently- support children to 'unpick' instances of confrontation and discuss how things could have been done differently, exploring the potential of more positive outcomes on future occasions- 'Jigsaw' programme (FS2)

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PHYSICAL DEVELOPMENT			
CONCEPTS	ATTITUDES	SKILLS	ROLE OF ADULTS
To know or understand:	Personal qualities to foster:	To be able to:	Teaching opportunities:
<ul style="list-style-type: none"> - exercise helps us to build healthy bodies - lifting things helps us to build muscles - we need to get out of breath to exercise our heart and lungs - getting enough sleep and making good food choices can help us to stay healthy - different foods provide different benefits for our bodies (e.g. eating fruit can prevent coughs and sneezes) - we need to eat different kinds of food in order to grow and stay healthy - we need to keep our bodies, including our teeth, clean - germs can make us unwell - we wash our hands before eating or touching food to get rid of germs 	<ul style="list-style-type: none"> - a love of exercise - self-respect - self-pride - independence e.g. with dressing - be willing to try different foods - persevere when learning a new skill - risk management 	<ul style="list-style-type: none"> - run, jump, hop, skip - climb, balance - throw and catch - kick a ball, hit a ball with a bat or racquet - move to music - use a range of tools; pencils, paint brushes, scissors, glue sticks and spreaders - use kitchen tools to mix, stir, spread, cut - use woodwork tools - use smaller tools such as peg boards or sewing needles - use the toilet independently - put on own coat - change shoes/put on wellingtons - get changed independently (e.g. PE or when dressing up, putting on aprons) - develop a comfortable pencil grip - form letters correctly 	<ul style="list-style-type: none"> - provide daily access to outdoor area (unless weather is extreme or the conditions are potentially dangerous) - provide opportunities to develop gross and fine motor skills - teach skills; kicking a ball, skipping with a rope, catching a ball etc. - use of climbing equipment in the hall - create opportunities to bear load; lifting, carrying, pushing, pulling - teach how to safely use a range of different tools - use snack time to introduce a range of different foods - food technology sessions - establish routines for hygiene - model and narrate the correct formation of letters - use of structured schemes e.g. Activate, Write Dance, as appropriate

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COMMUNICATION AND LANGUAGE

CONCEPTS	ATTITUDES	SKILLS	ROLE OF ADULTS
<p>To know or understand:</p> <ul style="list-style-type: none"> - how talk works (as a two-way process) - we use talk for many different reasons and in many different situations - different reasons and situations need different ways of speaking - different audiences may require different ways of speaking (to friends, family, other adults, to younger children) - what we say can be written down - good listening is important - remembering what the other person has said is important - in our country we speak in English - people from other countries have their own languages - there are other languages such as Braille and signing - language can be used in a playful way; to create rhymes, jokes and games, jingles or raps 	<p>Personal qualities to foster:</p> <ul style="list-style-type: none"> - develop confidence in verbal self-expression - be willing to talk about self, events or activities - develop confidence in initiating communication - build confidence in making up and telling stories - build confidence when speaking in different situations; in front of a group of the class - persevere when giving descriptions, giving information or instructions and when responding to others - listen and show interest in what others have to say, developing empathy with others 	<p>To be able to:</p> <p>Language for social interaction and self-expression</p> <ul style="list-style-type: none"> - negotiate with others - express needs, desires, feelings and emotions - encourage others to express their needs, desires, feelings and emotions - participate in conversations - convey and pass on messages <p>Language for thinking and reasoning</p> <ul style="list-style-type: none"> - describe and give explanations - give and ask for information - recount an event or action - ask and respond to questions - reason, speculate, suggest, predict, compare - talk about what you know <p>Language for imagination</p> <ul style="list-style-type: none"> - develop a storyline in play - create and tell a story to others - use talk in role play - talk about imaginary ideas <p>Exploring and playing with language</p> <ul style="list-style-type: none"> - listen to sounds and patterns of language - play with sounds and rhythms of language - listen to and retell rhymes and poems - create new rhymes and poems 	<p>Teaching opportunities:</p> <ul style="list-style-type: none"> - model good listening - make the time to talk to children 1:1, in small groups - introduce new vocabulary - repeat back correct sentence structure/use of tense - create opportunities for talk through stimulating resources, collections of objects and cross-curricular activities - model language when interacting in role-play or imaginative contexts - model different usages of language; to draw conclusions, explain, predict, speculate - encourage children to relate what they have been doing to others - develop verbosity by including songs, poems, rhymes or raps regularly - offer stories with repeated language - display language associated with children's interests or current learning themes

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LITERACY			
CONCEPTS	ATTITUDES	SKILLS	ROLE OF ADULTS
To know or understand:	Personal qualities to foster:	To be able to:	Teaching opportunities:
<ul style="list-style-type: none"> - print and images are all around us and give us information - print in English is read or written from left to right and top to bottom - spoken words are made up of sounds called phonemes - written words are made up of letters called graphemes - stories have characters and a setting - stories have a beginning, middle and ending - special words used to talk about books; cover, author, title, blurb, page, illustrator, fiction, non-fiction - special words are used to talk about print; letters, words, sentences, caption, label - writing is used for many purposes - letters can be written in lower case or as a capital 	<ul style="list-style-type: none"> - enjoy listening to stories - enjoy looking at books - treat books with care - see books as sources of information - have favourite books or stories - see writing as a way of communicating information 	<ul style="list-style-type: none"> - listen to a range of different types of texts; stories, poems, rhymes, songs, information books - recall key points of what they have heard or read - retell familiar stories using appropriate language; once upon a time, next, then, suddenly - join in with rhymes, following a rhyming string - write own name (and surname if appropriate) - match phonemes to graphemes - read and write words, then simple sentences 	<ul style="list-style-type: none"> - point out environmental print - include activities that encourage beat competency (action rhymes, raps, singing) - share a wide range of books; stories, non-fiction books, poetry - model use of books within the learning environment e.g. recipes in the home corner - model writing daily; during group sessions and within the learning environment – e.g. writing lists, making maps - scribe for children as appropriate - include story-scribing regularly - devise purposes for writing following the interests of the children; e.g. a note for a friend, a greetings card

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MATHEMATICS

CONCEPTS	ATTITUDES	SKILLS	ROLE OF ADULTS
To know or understand:	Personal qualities to foster:	To be able to:	Teaching opportunities:
<p>Number</p> <ul style="list-style-type: none"> - numbers are all around us and we use them in different ways; to represent amounts, as labels, as instructions, to show position, to show sizes or amounts (SSM) - the total of an amount is how many objects there are altogether - the total changes if things are added or taken away - the total does not change if we rearrange the objects - the solutions to number problems can be written down, these are called number sentences or calculations <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> - shapes are all around us - shapes have names and properties that stay the same - a pattern is the same arrangement of shapes or lines repeated - there are different ways of measuring things; length, width, distance, time, - words are used to describe the position of objects 	<ul style="list-style-type: none"> - willingness to explore - perseverance when learning new skills or facts - resilience when problem solving - think creatively 	<p>Number</p> <ul style="list-style-type: none"> - count accurately with secure 1:1 correspondence - connect numerals to amounts - add amounts together - take one amount from another - share an amount out equally - count in multiples (2s, 5s, 10s) - solve number problems in a range of situations - recall some numbers fact from memory (doubles, halves, number bonds) - acquire and use mathematical vocabulary <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> - name everyday shapes - use mathematical language - say the days of the week - know own birthday - relate the seasons of the year - begin to tell the time (o'clocks) - sequence events - solve problems involving shape, space or measure in a range of situations - recognise patterns - name and know the value of some coins 	<ul style="list-style-type: none"> - teach maths daily to pastoral group in a short focused session - teach mathematical concepts in all areas of the learning environment (see separate Long Term Plan for Mathematics) - build maths into everyday routines (e.g. registration, house point totals) - model counting and problem solving in different contexts - explain and model a rich mathematical vocabulary - exploit opportunities to include maths into play scenarios; e.g. using money or different ways to measure

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UNDERSTANDING THE WORLD			
CONCEPTS	ATTITUDES	SKILLS	ROLE OF ADULTS
To know or understand:	Personal qualities to foster:	To be able to:	Teaching opportunities:
<ul style="list-style-type: none"> - people and families are the same in some ways and different in some ways; routines, houses, clothes, food, special times, special places, special books, celebrations - there are different places with their own features; <ul style="list-style-type: none"> - school environment - local area - Hull - England - the wider world - over time; people, places and animals can change - features of the natural world; trees, plants, animals <ul style="list-style-type: none"> - there are four seasons, each has their own features and types of weather - planet Earth, space - night time, day time - scientific concepts; floating/sinking, melting/freezing, magnetism <ul style="list-style-type: none"> - movement of water or air - different materials - forces and movement - technology is used in many aspect of our daily lives and comes in many forms 	<ul style="list-style-type: none"> - understanding of similarities and differences - tolerance of similarities and differences - respect of people's special times and places - curiosity and interest - respect for the Earth - care of the Earth through recycling, mindful use of resources - sensitivity when handling animals, including mini-beasts - wonderment about the world - resilience - trying something different 	<ul style="list-style-type: none"> - observe similarities and differences - make and read maps and plans - describe a route or journey - use appropriate vocabulary; day, month, year, the past - describe how things changes - talk about cause and effect - use senses to explore objects or materials - classify, name objects - make links and generalisations based on their experiences and observations - make predictions, test out their theories - talk, draw, write about what they have observed or discovered 	<ul style="list-style-type: none"> - discussions through role-play and books - celebrations; e.g. Diwali, Christmas, Holi, Bonfire Night, Easter, Hanukah, Chinese New Year - discuss children's holidays - share stories from other cultures and places - local walks (when staffing allows) - introduce the concept of 'the past' - introduce appropriate vocabulary - share seasonal stories - exploit children's interests e.g. interest in spiders, the moon - introduce and model the use of scientific vocabulary - provide narratives that support children's thinking and ideas - engage in shared, sustained talk to explore various scientific concepts and to discuss the natural world - refer to various aspects of technology

		- use a range of technological devices, including domestic items such as a microwave	
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EXPRESSIVE ARTS AND DESIGN			
CONCEPTS	ATTITUDES	SKILLS	ROLE OF ADULTS
To know or understand:	Personal qualities to foster:	To be able to:	Teaching opportunities:
<ul style="list-style-type: none"> - ‘media’ means the different ways that we convey our thoughts, feelings, ideas or responses - there are many different forms of media; paint, pencil, drama, music, dance, sculpture, designing and making - marks can be made in many different ways - colours can be mixed to create new ones - materials and media have different properties - materials and media can be chosen for a project because of their properties - a person who uses media to show their ideas about the world is called an ‘artist’ - there are many different types of artists - things we use are designed and made - sounds can be changed or combined - stories can be acted out 	<ul style="list-style-type: none"> - creativity - self-expression - being willing to try something new - willingness to explore - resilience - determination - have own ideas - ability to collaborate - make choices - be prepared to refine to make improvements - be open to suggestions or ideas - have the confidence to show, display or perform - show sensitivity when evaluating the work or performance of peers 	<ul style="list-style-type: none"> - draw, paint, use clay, take part in role-play, design and make, make music, sing a range of songs from memory - name different colours - use more sophisticated vocabulary to describe colour such as light, dark, deep, pale - use a range of tools, including those for making marks; e.g. hole punch, paint brushes, pencils and crayons - use a range of techniques; e.g. printing, join materials together, combine materials - name and use a range of musical instruments - use new vocabulary - plan and carry out a project - evaluate own work or performance - evaluate the work or performances of others 	<ul style="list-style-type: none"> - model how to use a wide range of media and materials - allow time for exploration and discovery - support role-play, music-making or story telling in different contexts - provide narratives as children build, develop role-play or explore media and materials - provide and discuss examples of work by a range of different artists - make time for children to show and describe their creations - introduce new vocabulary associated with tools or techniques or musical instruments - support children to voice or explain the reasons why they choose particular media or resources - encourage longer term or collaborative projects

- media can be shown, displayed or performed			- make opportunities within the daily routines to listen to different types of music
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