

Long Term Plan for Year R September 2018

Places to visit	Activities on site	Skills to develop	EYFS LINKS	Stories
Beach	<p>Build towers of stones</p> <p>Counting stones (scoop some in a cup, how many, more/less, etc)</p> <p>Observational drawings</p> <p>Ordering stones - size, weight</p> <p>Observing weather, seasons, environment</p>	<p>Concentration, fine motor, resilience</p> <p>Listening, concentration, resilience</p> <p>Concentration, resilience, fine motor control</p> <p>Language</p> <p>Language, concentration</p> <p>Listening, concentration, fine motor control, speech, resilience</p> <p>Concentration</p>	<p>Manipulates materials to achieve a planned effect.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Children count reliably with numbers from one to 20 (ELG)</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Explores what happens when they mix colours.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Orders two or three items by length or height.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another (ELG)</p>	<p>Lucy and Tom go to the Seaside</p> <p>Kipper goes to the Beach</p> <p>Come away from the water Shirley</p> <p>Spot goes to the beach</p> <p>Fish who could wish</p> <p>Commotion in the ocean</p> <p>Mr Seahorse</p> <p>Rainbow fish</p>

	<p>Listen to 'beach' sounds and describe, draw/paint pictures of what is heard.</p> <p>Use the camera to take own photos</p>		<p>Explores and learns how sounds can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. They select and use technology for particular purposes (ELG)</p>	
Beach	Child initiated activities	Skills to develop	EYFS LINKS	Writing Opportunities
	<p>Create a musical composition about sounds heard</p> <p>Use shells and stones to create beach pictures</p> <p>Using their photos to make and write postcards</p>	<p>Listening, concentration, resilience</p> <p>Listening, concentration, resilience</p>	<p>Taps out simple repeated rhythms Explores and learns how sounds can be changed Makes up rhythms Explores the different sounds of instruments.</p> <p>Manipulates materials to achieve a planned effect Beginning to be interested in and describe the texture of things</p> <p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words.</p>	<p>Writing postcards</p> <p>Labelling beach pictures</p> <p>Writing about their visit</p> <p>Beach safety poster</p>

	<p>Use scales to find out how much different stones weigh</p> <p>Adding white paint/water to other colours to see how they change</p>		<p>Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p> <p>Orders two items by weight or capacity.</p> <p>Explores what happens when they mix colours</p>	
Brockhill	<p>Build Shelters</p> <p>Hunt for a</p>	<p>Concentration, resilience, gross/fine motor, language, P&S Confidence, concentration Resilience, concentration, language Concentration, language Confidence, resilience, concentration, language, fine motor control</p>	<p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Talks about why things happen and how things work. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Engages in imaginative role-play based on own first-hand experiences.</p>	<p>3 Billy Goats Gruff Going on a Bear Hunt The Gruffalo Little Red Riding Hood 3 Little Pigs Where's my teddy Owl Babies Percy the Park Keeper</p> <p>Talk4Writing Text:</p>

	Gruffalo	Language, concentration	Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories (ELG)	We're Going On a Bear Hunt
	Play 'Poo sticks'	Gross motor control, confidence, resilience, P&S	Explains own knowledge and understanding, and asks appropriate questions of others. Talks about why things happen and how things work.	The Three Little Pigs
	Investigate shadows	Fine motor, concentration, resilience	Looks closely at similarities, differences, patterns and change.	Three Billy Goats Gruff
	Look for bugs, leaves, etc. Make tally charts and tick lists	Concentration, confidence, resilience, fine motor Confidence, resilience, concentration, fine motor control	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Children know about similarities and differences in relation to places, objects, materials and living things (ELG). They talk about the features of their own immediate environment and how environments might vary from one another (ELG). They make observations of animals and plants and explain why some things occur, and talk about changes (ELG) Beginning to represent numbers using fingers, marks on paper or pictures.	
	Observing weather, seasons, environment		Looks closely at similarities, differences, patterns and change.	
	Play in the park		Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other	
	Make rubbings			

	<p>Observational drawings</p> <p>Transient art using natural materials - photograph</p> <p>Leaf catch game</p> <p>Nest building</p>		<p>children, adjusting speed or changing direction to avoid obstacles.</p> <p>Manipulates materials to achieve a planned effect. Explores what happens when they mix colours. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	
Brockhill	Child initiated activities	Skills to develop	EYFS LINKS	Writing Opportunities
	<p>Leaf printing</p> <p>Bug research. Provide Learnpads and children can type bug into it-print their pictures</p>	<p>Fine motor, concentration, resilience</p>	<p>Experiments to create different textures Manipulates materials to achieve a planned effect.</p> <p>Knows that information can be retrieved from computers They select and use technology for particular purposes (ELG)</p>	<p>Write their own version of the Gruffalo</p> <p>At Brockhill I saw...</p> <p>Describe/label a woodland</p>

	<p>Provide resources for children to retell the Three Billy Goats Gruff</p> <p>Make playdough woodland creatures</p> <p>Measuring and ordering sticks by length. Floating and sinking.</p> <p>Looking at natural objects through magnifying glasses-observational drawings</p> <p>Making homes for woodland creatures</p>		<p>Beginning to be aware of the way stories are structured. Suggests how the story might end. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' Uses available resources to create props to support role-play</p> <p>Realises tools can be used for a purpose Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Orders two or three items by length or height.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.</p> <p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are</p>	<p>creature</p> <p>Write about birds they have spotted</p>
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	<p>Pine cone painting</p> <p>Make bird feeders</p>		<p>using.</p> <p>Beginning to be interested in and describe the texture of things</p> <p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using Talks about why things happen and how things work. Shows care and concern for living things and the environment.</p>	
Town	<p>Post Office Café visit</p> <p>Observational drawings</p> <p>Supermarket shopping</p>	<p>Language, listening, concentration Language, P&S, concentration, listening Concentration, confidence, resilience, fine motor Concentration, listening, language Concentration, listening, language Language, listening, concentration Fine motor,</p>	<p>Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Manipulates materials to achieve a planned effect. Explores what happens when they mix colours. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Beginning to use everyday language related to money Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words.</p>	<p>Smartest Giant in Town Tiger who came to tea Goldilocks The Jolly Postman</p> <p>Talk4Writing Text:</p> <p>The Gingerbread Man</p> <p>The Tiger Who Came to Tea</p> <p>The Little Red Hen</p>

	<p>What can you see/hear?</p> <p>Visit the florist</p> <p>Visit Charity shops</p> <p>Take photos</p>	<p>concentration, confidence, resilience, language</p> <p>Language, listening, concentration, P&S, Fine motor</p>	<p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Shows care and concern for living things and the environment</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another (ELG)</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>They select and use technology for particular purposes (ELG)</p>	
Town	Child initiated activities	Skills to develop	EYFS LINKS	Writing Opportunities
	Designing stamps		<p>Create simple representations of events, people and objects</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Children use everyday language to talk about weight to compare quantities and</p>	<p>Letter writing</p> <p>Recount of visit</p>

	<p>Role play-shop/cafe</p> <p>Cooking, weighing</p> <p>Make maps of the high street</p> <p>Building models of shops Children in Need-visit charity shops</p> <p>History of Hythe - compare and contrast</p>		<p>objects and to solve problem (ELG) Children use everyday language to talk about capacity to compare quantities and objects and to solve problems (ELG).</p> <p>Create simple representations of events, people and objects Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Beginning to be interested in and describe the texture of things Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>Developing an understanding of growth, decay and changes over time. Looks closely at similarities, differences, patterns and change.</p>	
Canal	<p>Look at the boats Observational drawings Study the plants and wildlife</p>	<p>Language, listening, concentration Concentration, confidence, resilience, fine motor Concentration,</p>	<p>Chooses particular colours to use for a purpose Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>Shows care and concern for living things and the environment Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural</p>	<p>Gingerbread Man Rosie and Jim Three Billy Goats Gruff The cow who fell in the canal</p>

	Transient art using natural materials - photograph	listening, language Confidence, resilience, concentration, fine motor control Fine motor, concentration, confidence, resilience	<p>and found objects.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another (ELG)</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>5 Little Ducks went swimming</p> <p>Talk4Writing Text:</p> <p>Mr Gumpy's Outing</p>
Canal	Child initiated activities	Skills to develop	EYFS LINKS	Writing Opportunities
	<p>Make boats Floating and sinking</p> <p>Study geography of the canal and its links to the sea</p> <p>Venetian Fete Design and make floats</p> <p>Draw maps of the canal</p>		<p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Talks about why things happen and how things work.</p> <p>Create simple representations of events, people and objects</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	

			<p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>	
Library/Oaklands	<p>Books</p> <p>Play in the park</p> <p>Visit the café</p> <p>Use the bandstand for role play and musical performances</p>	<p>Concentration, language, listening</p> <p>Confidence, resilience, gross/fine motor control, P&S</p> <p>Listening, P&S</p> <p>Confidence, resilience, listening, P&S</p> <p>Fine motor control, confidence, concentration, resilience</p> <p>Listening, concentration</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Children show good control and co-ordination in large and small movements (ELG)</p> <p>They move confidently in a range of ways, safely negotiating space (ELG)</p> <p>Beginning to use everyday language related to money</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	N/A

	Visit the museum		<p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine Is more outgoing towards unfamiliar people and more confident in new social situations Shows interest in different occupations and ways of life.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p>	
Library/Oaklands	Child initiated activities	Skills to develop	EYFS LINKS	Writing Opportunities
	<p>Share books borrowed</p> <p>History of Hythe - compare and contrast</p> <p>Draw maps of the area</p>	<p>Concentration, language, listening Confidence,</p> <p>gross/fine motor control, P&S</p> <p>P&S, confidence, resilience</p>	<p>Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Shows interest in different occupations and ways of life. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i> They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> <p>Create simple representations of events, people and objects</p>	<p>Writing about their visit</p> <p>Writing rules for a playgrounds</p> <p>Create a story map of their play on the bandstand</p> <p>Describe characters in books that they pick</p>

	<p>Children to design their own park</p> <p>Other activities will be flexible depending on books borrowed.</p>		<p>Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. They talk about the features of their own immediate environment and how environments might vary from one another (ELG)</p> <p>Create simple representations of events, people and objects Chooses particular colours to use for a purpose They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories (ELG)</p>	
Theatre	Enjoy the show	Concentration, listening, language, confidence, P&S		Dependent on the show seen
Theatre	Child initiated activities	Skills to develop	EYFS LINKS	Writing Opportunities
	<p>Discuss similar stories</p> <p>Make puppets</p>	<p>Concentration, listening, language, confidence, P&S</p> <p>gross/fine motor</p>	<p>Listens to stories with increasing attention and recall. Builds up vocabulary that reflects the breadth of their experiences. They demonstrate understanding when talking with others about what they have read (ELG)</p> <p>Understands that different media can be combined to create new effects.</p>	<p>Dependent on the show seen.</p> <p>Examples could be:</p>

	<p>control, P&S, confidence, resilience</p> <p>Concentration, listening, language, confidence, P&S, resilience</p> <p>XZXXXXXXXXX X\ Use small word to retell the story</p>	<p>Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Create simple representations of events, people and objects. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG) They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories (ELG)</p> <p>Introduces a storyline or narrative into their play. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Write a review of the show</p> <p>Write about the characters</p>
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