



## Cowling Community Primary School: EYFS Long Term Plan

<b>Main Theme</b>	<b>Autumn 1</b> This is me!	<b>Autumn 2</b> Celebrations	<b>Spring 1</b> Explore the World!	<b>Spring 2</b> Growing	<b>Summer 1</b> Up in the air, on the ground and Under the Sea.	<b>Summer 2</b> Summer Out and about!
<b>The 4 R's</b>	At Cowling Community Primary School we want "Every Child to have the Chance to Shine." We encourage this through our 4 R's - to be respectful, to be resilient, to be responsible and to be ready to learn.					
<b>Possible Ideas/key lines of enquiry.</b> These may change or be replaced due to child interest or fascination.	Familiar stories, All about me, my family, houses and homes, people who help us.	Halloween, Bonfire Night, Remembrance Day, Diwali, Birthdays, Christmas, Toys past and present.	Winter, Chinese New Year, Arctic Circle, Animals in winter, Compare and contrast where we live	Healthy Eating, Brushing teeth, daily routines, Plants.	Space, Under the sea, Our Environment care and recycling.	Summer including the beach and exotic places, Minibeasts, Ourselves (moving On)
<b>Why this why now?</b>	At Cowling it is important to us to start with a topic that encourages children to be confident and share ideas. This topic is a great start for learning at Cowling as it is the building blocks for: <ul style="list-style-type: none"> <li>Geography - where we live KS1</li> <li>RE - What does it mean to belong KS1</li> <li>Science - Animals Including Humans KS1 &amp; KS2</li> <li>Art and Design - Formal elements Pattern, texture and tone.KS1</li> </ul>	Once settled at Cowling school we want children to develop a love of learning quickly and we want to provide them with topics which they are familiar with but can gain knowledge about, as well as those that they might never have experienced/know nothing about. This overarching theme of celebrations feeds into: <ul style="list-style-type: none"> <li>RE - How and why do we celebrate special times KS1</li> <li>History - Remembrance KS1</li> <li>History - The Gun powder Plot KS1</li> <li>History - Events beyond living memory KS1</li> </ul>	The perfect time of year to be looking at winter and deepening children's understanding of the season while looking at places around the world that are cold all year round and learning new knowledge about these places. It is important that in this half term we start to make links between previous knowledge and new learning. This overarching theme of Exploring the World feeds into: <ul style="list-style-type: none"> <li>English Lost and Found KS1</li> <li>RE - How and why do we celebrate special times KS1</li> </ul>	At Cowling School we know our children very well by this point in the year. We are now looking at nurturing our children to be the best they can be. This involves taking care of ourselves as part of our growing topic. We need to be confident learners and we are helping children to prepare for growing up. We are looking at making links between humans and plants growing and what they need to be strong and successful. This overarching theme feeds into: <ul style="list-style-type: none"> <li>Science - Plants KS1 &amp; 2</li> <li>Science - Animals inc Humans KS1 &amp; 2</li> <li>DT - Preparing fruit and veg KS1</li> </ul>	By this point in the year our children have an appreciation for where we live and the different places in our village. This is the ideal time for us to start to look at making improvements in our school and local area. To look at why it is so important for the younger generation to start looking our planet by helping to recycle and to pass the message to older generations. This theme feeds into: <ul style="list-style-type: none"> <li>Geography - What it is like to live in Cowling KS1</li> <li>History - Changes within living memory KS1</li> <li>RE - Significant journeys KS2</li> </ul>	This is the perfect time for children to make links with their learning from the year and to apply this knowledge with reasons when completing various experiments and open ended challenges. This is the perfect time for children to demonstrate our 8 steps to success and show how much resilience they have, how much they want to improve and don't give up. This overarching theme feeds into: <ul style="list-style-type: none"> <li>Science - Animals KS1</li> <li>Science - Seasons KS1</li> <li>Art - Landscapes KS1</li> <li>DT - Design your own machine KS2</li> </ul>

		<ul style="list-style-type: none"> <li>RE - What does it mean to be a Hindu? KS2</li> <li>History - WW2 KS2</li> </ul>	<ul style="list-style-type: none"> <li>Science Seasons and Animals inc humans KS1</li> <li>Geography The World and UK KS1</li> <li>Geography The Local Area KS2</li> </ul>	<ul style="list-style-type: none"> <li>DT - Food KS2</li> <li>PSHE - Health and Well Being</li> </ul>	<ul style="list-style-type: none"> <li>Geography - Amazon Adventure KS2</li> <li>Geography - Oceans and Seas KS2</li> </ul>	<ul style="list-style-type: none"> <li>Science - Living Things and their Habitats KS1 &amp; 2</li> <li>Art - Skills in drawing and craft KS2</li> </ul>
<p><b>Key Stories/Books</b> Not limited to. Will be reviewed regularly depending on cohort</p>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Goldilocks and the three bears</li> <li>Jack and the Jelly Beanstalk.</li> <li>The three little pigs.</li> <li>Gingerbread Man.</li> <li>Cinderella</li> <li>Little Red Hen</li> <li>Billy Goats Gruff</li> <li>All are welcome</li> <li>When you Joined our Family</li> <li>Can Bears Ski?</li> <li>Spreading my Wings</li> <li>I can't do that, YET!</li> <li>My Daddies!</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>What I like about Me!</li> <li>Not like the Others</li> <li>People who help us books</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Dogger</li> <li>Lost in the Museum</li> <li>Kipper's Toy Box</li> <li>The Toymaker</li> <li>Eyes that speak to the stars</li> <li>The Best Diwali Ever</li> <li>Hats of Faith</li> <li>My Hair</li> <li>Talking is not my Thing</li> <li>Where Bjorn Belongs</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>Diwali</li> <li>Guy Fawkes</li> <li>Gunpowder Plot</li> <li>Story - Twinkl</li> <li>Remembrance Poems</li> <li>Poppies - BBC</li> <li>Toys now and Then - Magic Grandad</li> <li>Toys Around the World.</li> <li>Toys and Games</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Alfie's Weather</li> <li>Penguin Small</li> <li>Lost and Found</li> <li>Polar Bear, Polar Bear</li> <li>Jack Frost</li> <li>One Snowy Night</li> <li>Dragon Dance</li> <li>The Great Race</li> <li>Nabil Steals a Penguin</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>DK Weather</li> <li>Penguins</li> <li>Antarctica</li> <li>Arctic Animals</li> <li>The Emperors Egg</li> <li>Chinese New Year</li> <li>Poles Apart</li> <li>Big Feelings</li> <li>A Book of Love</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Titch</li> <li>Jasper's Beanstalk</li> <li>The Tiny Seed</li> <li>Jack and the Beanstalk</li> <li>Colour Monster</li> <li>Dadaji's Paintbrush</li> <li>Amazing</li> <li>What Happened to You?</li> <li>It's a No-Money Day</li> <li>Specs for Rex</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>A Sense of Science - Exploring Plants</li> <li>Amazing Science - Plants</li> <li>Roots (Plant Parts)</li> <li>Leaves (Plant Parts)</li> <li>Seeds (Plant Parts)</li> <li>See inside your body</li> <li>My Body - Ladybird First Facts</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>The Can Caravan</li> <li>Not Now Noor!</li> <li>A Superpower Like Mine</li> <li>A World for Me and you</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>In my Mosque.</li> <li>A journey through space</li> <li>The International Space Station</li> <li>Look Inside Space</li> <li>Sharks</li> <li>The Sea</li> <li>Usborne various non-fiction animal books.</li> </ul>	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>The Very Hungry Caterpillar</li> <li>Lucy and Tom at the Seaside</li> <li>Seaside Poems</li> <li>The Very Busy Spider</li> <li>Superworm</li> <li>The Snail and the Whale</li> <li>What the ladybird heard</li> <li>Susan Laughs</li> <li>Freddie and the Fairy</li> </ul> <p><b>Non Fiction:</b></p> <ul style="list-style-type: none"> <li>DK Minibeasts</li> <li>RSPB - My First Book of Garden Bugs</li> <li>Summer (Thinking About Seasons)</li> </ul>
<b>Writing</b>	See EYFS Writing Progression Document.					
<p><b>Phonics</b> <b>Linked to Little Wandle Progression</b></p>	<p><b>Phase 2 Graphemes:</b> Wk 1 - s a t p, Wk 2 - i n m d Wk 3 - g o c k TW - is Wk 4 - c k e u r TW - I Wk 5 - h b f l TW - the</p>	<p><b>Phase 2 Graphemes:</b> Wk 1 - ff ll ss j TW - as Wk 2 - v w x y TW - and, has, his, her Wk 3 - z zz qu, ch TW - go no to into Wk 4 - sh th ng nk TW - she he of</p>	<p><b>Phase 3 Graphemes:</b> Wk 1 - ai ee igh oa, TW - Wk 2 - oo oo ar or TW - was you they Wk 3 - ur ow oi ear TW - my by all Wk 4 - air er double letters dd mm tt bb rr gg pp ff TW - are sure pure</p>	<p><b>Phase 3 Graphemes:</b> Wk 1- Review - ai ee igh oa oo ar or ur oo ow oi ear TW - Review all Wk 2 - er air double letters TW - Review all Wk 3 - words with 2 or more digraphs TW - Review all</p>	<p><b>Phase 4 Graphemes:</b> Wk 1 - short vowels CVCC TW - said so have like Wk 2 - short vowels CVCC CCVC TW - some come love do Wk 3 - short vowels CCVCC CCCVC CCCVCC longer words TW - were here little says</p>	<p><b>Phase 4 Graphemes:</b> Wk 1 - long vowel sounds CVCC CCVC TW - Review all and secure spelling Wk 2 - long vowel sounds CCVC CCCVC CCV CCVCC TW - Review all and secure spelling</p>

		Wk 5 - words ending s and s /z/ TW - we me be	Wk 5 - longer words TW -	Wk 4 - longer words, words ending ing, compound words. TW - Review all Wk 5 - longer words, words ending s, s /z/, ed TW - Review all	Wk 4 - longer words compound words TW - there when what one Wk 5 - root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est TW - out today	Wk 3 -phase 4 words ending in s, s /z/, es, longer words TW - Review all and secure spelling Wk 4 - Root word ending in: -ing, -ed /t/, -ed /id/, -ed /ed/, -ed /ist/ TW - Review all and secure spelling Wk 5 - TW - Review all and secure spelling
<b>Maths Linked to White Rose Planning</b>	<p><b>Getting to know you:</b> Opportunities for settling in, introducing provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring provision inside and out. Where do things belong? Positional Language.</p> <p><b>Match, Sort and Compare</b></p> <ul style="list-style-type: none"> <li>Match objects</li> <li>Match objects and pictures</li> <li>Identify a set</li> <li>Sort objects to a type</li> <li>Explore sorting techniques</li> <li>Create sorting rules</li> <li>Compare amounts</li> </ul> <p><b>Talk about measure and pattern:</b></p> <ul style="list-style-type: none"> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> <li>Explore simple patterns</li> <li>Copy simple patterns</li> <li>Create simple patterns</li> </ul>	<p><b>It's Me 1,2,3:</b> <b>Number:</b></p> <ul style="list-style-type: none"> <li>Find 1, 2, 3</li> <li>Subitise 1, 2, 3</li> <li>Represent 1, 2, 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2, 3</li> </ul> <p><b>Circles and Triangles:</b></p> <ul style="list-style-type: none"> <li>Identify circles and triangles</li> <li>Compare circles and triangles</li> <li>Shapes in the environment</li> <li>Describe Position</li> </ul> <p><b>1, 2, 3, 4, 5:</b></p> <ul style="list-style-type: none"> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> </ul> <p><b>Shapes with 4 Sides:</b></p> <ul style="list-style-type: none"> <li>Identify and name shapes.</li> <li>Combine shapes with 4 sides</li> </ul>	<p><b>Alive in 5:</b> <b>Number:</b></p> <ul style="list-style-type: none"> <li>Introduce 0</li> <li>Find 0 to 5</li> <li>Subitise 0 to 5</li> <li>Represent 0 to 5</li> <li>1 More</li> <li>1 Less</li> </ul> <p><b>Mass and Capacity:</b></p> <ul style="list-style-type: none"> <li>Compare Mass</li> <li>Find a balance</li> <li>Explore capacity</li> <li>Compare capacity</li> </ul> <p><b>Growing 6,7,8:</b> <b>Number:</b></p> <ul style="list-style-type: none"> <li>Find 6, 7, 8</li> <li>Represent 6, 7, 8</li> <li>1 More</li> <li>1 Less</li> <li>Composition of 6, 7, 8</li> <li>Make pairs odd and even</li> <li>Double to 8 (find)</li> <li>Double to 8 (make)</li> <li>Combine 2 groups</li> <li>Conceptual subitising</li> </ul> <p><b>Length Height and Time:</b></p> <ul style="list-style-type: none"> <li>Explore length</li> <li>Combine length</li> </ul>	<p><b>Building 9,10:</b> <b>Number:</b></p> <ul style="list-style-type: none"> <li>Find 9 and 10</li> <li>Compare numbers to 10</li> <li>Represent 9 and 10</li> <li>Conceptual subitising to 10</li> <li>1 More</li> <li>1 Less</li> <li>Composition to 10</li> <li>Bonds to 10 (2 parts)</li> <li>Arrangements to 10</li> <li>Bonds to 10 (3 parts)</li> <li>Doubles to 10 (Find)</li> <li>Doubles to 10 (Make)</li> <li>Explore odd and even</li> </ul> <p><b>Explore 3D Shapes:</b></p> <ul style="list-style-type: none"> <li>Recognise and name 3D shapes</li> <li>Find 2D shapes within 3D shapes</li> <li>Use 3D shapes for tasks</li> <li>3D shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> <li>Patterns in the environment</li> </ul>	<p><b>To 20 and Beyond:</b> <b>Number:</b></p> <ul style="list-style-type: none"> <li>Building numbers beyond 10 (10-13)</li> <li>Counting patterns beyond 10 (10-13)</li> <li>Build numbers beyond 10 (14-20)</li> <li>Continue patterns beyond 10 (14-20)</li> <li>Verbal counting beyond 20</li> <li>Verbal counting beyond 20</li> <li>Verbal counting patterns</li> </ul> <p><b>How many now?</b></p> <ul style="list-style-type: none"> <li>Add more</li> <li>How many did I add?</li> <li>Take away</li> <li>How many did I take away?</li> </ul> <p><b>Manipulate, compose and decompose:</b></p> <ul style="list-style-type: none"> <li>Select shapes for a purpose</li> <li>Rotate shapes</li> <li>Manipulate shapes</li> <li>Explain shape arrangements</li> </ul>	<p><b>Sharing and Grouping:</b></p> <ul style="list-style-type: none"> <li>Explore sharing</li> <li>Sharing</li> <li>Explore grouping</li> <li>Grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> </ul> <p><b>Visualise Build and Map:</b></p> <ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul>

		<ul style="list-style-type: none"> <li>Shapes in the environment</li> <li>My day and night</li> </ul>	<ul style="list-style-type: none"> <li>Explore height</li> <li>Combine height</li> <li>Talk about time</li> <li>Order and sequence time</li> </ul>		<ul style="list-style-type: none"> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2D shape pictures</li> <li>Find 2D shapes within 3D shapes</li> </ul>	<p><b>Make Connections:</b></p> <ul style="list-style-type: none"> <li>Deepen Understanding</li> <li>Patterns and relationships</li> </ul> <p><b>Consolidation</b></p>
<b>PSED</b>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Friendships - What makes a good friend?</li> <li>Respectful Friendships - Is it ok to be different?</li> </ul>	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>Friendships - Learning how to play together.</li> <li>Friendships - How can we make people feel welcome?</li> </ul>	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>Families - Are all families the same?</li> <li>People - Does everyone have the same needs?</li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>Personal hygiene - How do we look after our bodies?</li> <li>Healthy bodies - Food and Fitness</li> </ul>	<p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>Environment - How can we look after our community and environment</li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>Moving on - mental health and wellbeing.</li> <li>How do we feel when changes happen?</li> </ul>
<b>RE</b>	<p><b>NYCC Units:</b> FS5: Being Special: where do we belong?</p>	<p><b>NYCC Units:</b> FS4: What times are special &amp; why?</p>	<p><b>NYCC Units:</b> FS1: Which stories are special &amp; why?</p>	<p><b>NYCC Units:</b> FS2: Which people are special and why?</p>	<p><b>NYCC Units:</b> FS3: What places are special and why?</p>	<p><b>NYCC Units:</b> FS6 What is special about our world?</p>
<b>PD</b>	<p><b>Lancashire PE Planning:</b> Fundamental Movement Skills</p>	<p><b>Lancashire PE Planning:</b> Fundamental Movement Skills</p>	<p><b>Lancashire PE Planning:</b> Fundamental Movement Skills</p>		<p><b>Lancashire PE Planning:</b> Fundamental Movement Skills</p>	<p><b>Lancashire PE Planning:</b> Fundamental Movement Skills</p>
<p><b>UTW</b> Not limited to. Will be reviewed regularly depending on cohort and will be flexible to children's interests.</p>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Ourselves and our families</li> <li>Family Trees</li> </ul> <p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>The Park</li> <li>Our Local Area</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Autumn Changes</li> <li>Leaf Study</li> <li>Mud Kitchen Enhancements</li> <li>Three Little Pigs - building and materials.</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Guy Fawkes link and bonfire night</li> </ul> <p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>Diwali dancing and cooking</li> <li>Firework and bonfire safety</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Studying different plants, leaves and twigs</li> <li>Bubbling and explosions experiments changing materials</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>To look at how the world is changing (Global Warming)</li> </ul> <p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>Look at the differences between Cowling and people who live in the arctic</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Study snow and ice</li> <li>Ice experiments how can we melt ice the quickest?</li> <li>Animals and how they've adapted to live in different places</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Have the things that people grow changed over time?</li> <li>What did our grandparents/ great grandparents grow?</li> </ul> <p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>Compare differences between our country and others - are all countries growing the same plants?</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Needs of a plant</li> <li>Growing different plants</li> <li>Growing a bean</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Famous people and their achievements - Neil Armstrong</li> <li>Ellen MacArthur - sailing around the world</li> </ul> <p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>Who looks after our village?</li> <li>Who is responsible for how it looks?</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Space experiments including forces and gravity</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Holidays past and present</li> </ul> <p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>Summer Holidays and Postcards</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Minibeasts</li> <li>Seasons Summer looking at changes</li> </ul>

					<ul style="list-style-type: none"> <li>• Look at volcanoes and earthquakes</li> </ul>	
<p><b>EAD</b> Not limited to. Will be reviewed regularly depending on cohort and will be flexible to children's interests.</p>	<ul style="list-style-type: none"> <li>• Self Portraits</li> <li>• Exploring colours</li> <li>• Colour mixing</li> <li>• Build your favourite room from home</li> <li>• Role play home</li> <li>• Exploring houses and sketching different properties in our local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Firework pictures exploring collage</li> <li>• Using different media/colour for a purpose</li> <li>• Clay Diva Lamps</li> <li>• Rangoli Patterns using various materials.</li> <li>• Design a Christmas Card.</li> </ul>	<ul style="list-style-type: none"> <li>• Create shoebox Arctic/Antarctic worlds.</li> <li>• Sketch and learn about tone to draw penguins and polar bears</li> <li>• To create an ice dance/music</li> <li>• Explore ice art</li> <li>• Explore effects with chalk and black paper</li> <li>• Valentines Art</li> </ul>	<ul style="list-style-type: none"> <li>• Easter Cards</li> <li>• Colour mixing and blending for creating flower pictures</li> <li>• Pressing flowers</li> <li>• Fruit kebabs</li> <li>• Use different tools including a masher/grater/peeler</li> </ul>	<ul style="list-style-type: none"> <li>• Build rockets/boats using construction materials. Experiment with different ways of joining.</li> <li>• Jackson Pollock to create drip art effects/space art</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch summer scenes - use collage - combine a variety of materials</li> <li>• 3D structures from around the world in hot countries</li> <li>• Making ice-cream</li> </ul>